



Goal Based Outcomes (GBO) Resource Pack

This document contains various resources which you may wish to use to support you and your setting in using Goal Based Outcomes.

**Hertfordshire
Educational
Psychology Service**

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Education Health Care Plan Improvement
Workstream within the SEND
Transformation Programme



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This blank scale can be used to support you in setting GBO descriptors for an EHCP outcome

Goal Based Outcome (GBO) Scales		Date:
Pupil Name:	Completed with:	

Below are descriptor tables for three GBOs. The descriptors you write should match the text in italics. Please enter the EHCP outcome, then add GBO descriptors at half-points on the scale in the following order:

- Point 10 – enter the GBO based on the EHCP outcome.
- Point 1 followed by Point 5
- Points 3, 7 and 9.

Scale	Goal Based Outcome 1
	EHCP Outcome:
10	GBO1:
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i>
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i>
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i>
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i>
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i>

GBO1 comments:

Scale	Goal Based Outcome 2
	EHCP Outcome:
10	GBO2:
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i>
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i>
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i>
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i>
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i>

GBO2 comments:

Scale	Goal Based Outcome 3
	EHCP Outcome:
10	GBO3:
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i>
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i>
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i>
4	<i>(Between 3 and 5.)</i>

3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i>
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i>

GBO3 comments:

This blank scale can be used to get feedback from school staff or Teachers. This can be used when capturing evidence to ascertain a pupils' progress

Pupil Progress Report		Date:	
Pupil Name:		Teacher/Staff Member:	
Year Group:		Subject:	
Please return to:			

Below are three tables containing descriptors for three Goal Based Outcomes.

For each Goal Based Outcome, please can you:

- Highlight the statement that best describes the above pupil during your lessons or your work with them.
- Add any comments on their progress.

Scale	Goal Based Outcome 1
	EHCP Outcome:
10	GBO1:
9	
8	<i>(Between 7 and 9.)</i>
7	
6	<i>(Between 5 and 7.)</i>
5	
4	<i>(Between 3 and 5.)</i>
3	
2	<i>(Between 1 and 3.)</i>
1	

GBO1 comments:

Scale	Goal Based Outcome 2
	EHCP Outcome:
10	GBO2:
9	
8	<i>(Between 7 and 9.)</i>
7	
6	<i>(Between 5 and 7.)</i>
5	
4	<i>(Between 3 and 5.)</i>
3	
2	<i>(Between 1 and 3.)</i>
1	

GBO2 comments:

Scale	Goal Based Outcome 3
	EHCP Outcome:
10	GBO3:
9	
8	<i>(Between 7 and 9.)</i>
7	
6	<i>(Between 5 and 7.)</i>
5	
4	<i>(Between 3 and 5.)</i>
3	

2	<i>(Between 1 and 3.)</i>
1	

GBO3 comments:

These are examples of GBOs taken from different EHCP outcomes and the scaling across the phases for a variety of needs

Examples of Goal Based Outcomes (GBOs) and scaling across phases

Early Years

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: To communicate with others independently using Makaton at home and school.
10	GBO1 for next annual review: I can sign 'more', 'hello' and 'goodbye' using Makaton at home and school
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> I can use Makaton signs at the right time with very little prompting.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I can use Makaton signs by myself when prompted.
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> I can consistently make and use the Makaton signs when shown.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> I can sometimes make one Makaton sign, e.g. for 'more' when shown.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I can sometimes copy hand movements when an adult shows me how do make Makaton signs.

GBO1 comments:

Infant School

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: To be able to turn take in games with their peers.
10	GBO1 for next annual review: I can play a simple turn taking game with another child, e.g. passing a bean bag or pop-up pirates.
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> I can independently take turns during a simple game with one other child, most of the time, with a little bit of adult support.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I can take two turns, one after the other, at the right time with some adult support.
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half-way towards achieving the goal but still needing support, prompting and scaffolding.)</i> I try to turn take independently, even if it is not at the right time.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> I can turn take with an adult verbally (talking) prompting me and/or physically (nudging) prompting me.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I can engage with an adult who is showing me how to turn take in a simple game.

GBO1 comments:

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: For the child to use a range of self-regulation strategies to manage his emotions – to express both positive and negative emotions when adults provide visual support.
10	GBO1 for next annual review: I can choose a picture to show I am happy, sad or worried.
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> Most of the time I can choose pictures to show I am happy, sad or worried with very little adult help.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I can point to at least two pictures to show I am happy, sad or worried with some adult support.

6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> I can point to a picture to show I am happy, sad or worried with support from an adult.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> I can point to a picture of a face which is happy, sad or worried when asked.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I can look at pictures of happy, sad and worried faces with an adult.

Primary School

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: To make progress in their learning and access a wider variety of activities within the school environment.
10	GBO1 for next annual review: I can purposely mark make with a pen/pencil and draw something I can talk about.
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> I can purposefully mark make with a little support I can consistently talk about my drawings with a little support.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I can follow a dotted line with a pencil independently, my drawings sometimes have meaning which I may talk about.
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> I can follow a dotted line with a pencil with support and I can draw something with meaning.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> I am beginning to follow dotted lines with a pencil and there are some forms or shapes in my drawings.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I can mark make and I can scribble.

GBO1 comments:

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: To know when she needs to identify a safe space and take herself there when she feels angry or aggressive.
10	GBO2 for next annual review: I can feel myself becoming angry and I go to my safe space.
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> Most of the time I can feel myself becoming angry and I go to my safe space without an adult helping me.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I can sometimes feel myself becoming angry and I go to my safe space without an adult helping me.
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> I am beginning to know when I am getting angry and may ask an adult to take me to my safe space.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> An adult helps me to know when I am feeling angry and helps me to go to my safe space.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I don't know when I am getting angry but I know where my safe space is.

GBO1 comments:

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: To develop their social skills and be able to share and take turns with a small group of peers.
10	GBO3 for next annual review: I can share and turn take with my teachers' support when playing with two or more children.
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> Most of the time I can share and take turns with two or more children and with my teachers' support.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I can sometimes share and turn take with two or more children and with my teachers' support.

6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> I can share and turn take when playing with another child and with my teachers' support.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> I can share and turn take during play with my teacher and with their support.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I like playing with other children.

GBO1 comments:

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: To use mutual self-regulation skills to support XXXXX in managing XXXXX emotions in a positive way, so that she/he is more relaxed at school and does not engage in unsafe behaviours.
10	GBO1 for next annual review: I can use all four colours in Zones of Regulation to show others how I feel and I can choose a strategy to help me to get back to the green zone with adult support.
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> I regularly use all four colours to show others how I feel and I can choose a strategy to help me get back to the green zone with adult support.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I am beginning to use all four colours to show others how I feel and I can choose a strategy to help me get back to the green zone with adult support.
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> I can use two colours to show others how I am feeling, with adult support, and I am aware of some strategies to get me back to the green zone.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> I know the four colours used in Zones of Regulation and the emotions that go with them.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I am willing to engage with the early stages of Zones of Regulation activities.

GBO1 comments:

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: To use learnt social and communication skills to support his/her participation in enjoyable, shared peer interactions and build on their friendships in school.
10	GBO1 for next annual review: I can name and recognise emotions in others and respond to others positively when things are not going my way.
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> When things are not going my way, I can often name and recognise emotions in others and I usually respond positively with very little adult support.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> When things are not going my way, I can sometimes name and recognise emotions in others and I can sometimes respond positively with adult support.
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> When things are not going my way, I sometimes find an adult who can remind me how to name and recognise emotions in others and I may respond positively with adult support.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> I am aware of some of the emotions in others, e.g. fear, frustration and someone pulling away, and how I could respond to others positively when things are not going my way.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I know when things are not going my way but I am not sure how to respond positively.

GBO1 comments:

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: To identify strategies which help XXXXX to learn and, with support, make use of these strategies when working so that XXXXX feels confident to independently complete differentiated activities in lessons.
10	GBO3 for next annual review: I can approach challenges positively; I know how to help myself and I can accept help when I need it.
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> I ask for and accept help when I need it. I often use the positive strategies I have learnt to help me do hard work and I often use what I know to help myself.
8	<i>(Between 7 and 9.)</i>

7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I often ask for and accept help when I need it. With adult support I sometimes use the positive strategies I have learnt to help me do hard work and I sometimes use what I know to help myself.
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> I sometimes ask for and accept help when prompted. With adult support, I occasionally use the positive strategies I have learnt to help me do hard work and I occasionally know how to help myself.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> I occasionally accept help when prompted. With adult support I am aware of positive strategies I can use to help me learn and do hard work and I am aware of how I can help myself.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I am aware of when work is hard but I do not ask for help and I do not know how to help myself.

GBO1 comments:

Secondary School

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: I can reflect on positive comments in my positive log book (weekly with my key worker) to enhance my self-image and experience of school.
10	GBO1 for next annual review: I can reflect on positive comments in my positive log book weekly with my key worker.
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> I can discuss positive comments in my positive log book independently with a little bit of support or prompting.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I know what a positive log is and have discussed the content of my positive log book with an adult.
6	<i>(Between 5 and 7.)</i>

5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> I am beginning to evaluate myself better and can find evidence to support my thoughts and feelings.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> I can evaluate positive and negative characteristics in others and find evidence to support my judgements.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I am aware of what a positive log book is and what it is used for.

GB01 comments:

Scale	Goal Based Outcome 1 Descriptor
	EHCP Outcome: To create a Science and English key word fob (during weekly tutor time).
10	GB01 for next annual review: I have completed my Science and English key word fobs with 95% accurate recall.
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> I can accurately recall 90% of my Science and English key words with a little bit of support.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I attend weekly sessions independently and can accurately recall 70% of my Science and English key words.
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> I attend weekly sessions with very little prompting and can accurately recall 50% of my key words.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> I attend weekly sessions (with prompting) and I can accurately recall 20% of my key words.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I am willing to take part in planning how I will learn my Science and English key words (where, who with, time it will take and what is expected of me).

GBO1 comments:

Scale	Goal Based Outcome 1 Descriptor
	<p>EHCP Outcome:</p> <ul style="list-style-type: none"> To be able to label the emotion another person is feeling in a social scenario presented to XXXXX by an adult. To develop XXXXX social skills to the extent that XXXXX engages in a 2-5 minute conversations with a peer around a topic of interest.
10	GBO1 for next annual review: I can have a conversation with one of my peers on a topic we are both interested in, and recognise and respond appropriately to their emotions, for 2-5 minutes
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> I can engage in a conversation with one of my peers on a topic we are both interested in and recognise and respond appropriately to their emotions for 2-5 minutes with a few prompts from adults and/or resources such as 'ask it, tell it cards'.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I can label and recognise complex emotions, e.g. rejection and frustration. I can also engage with my peers and recognise some emotions, such as fear, and sometimes respond appropriately with some prompting.
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> I can label and recognise some emotions, e.g. distress, fear. I can engage with my peers and can sometimes interpret emotions correctly.
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> I can label more complex emotions, e.g. distress, fear. I can engage with my peers and at times interpret emotions correctly.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> I rarely engage with my peers and incorrectly interpret their emotions.

GBO1 comments:

Higher Education

Scale	Goal Based Outcome 1 Descriptor
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	EHCP Aim: To promote the development of XXXX attention skills to enable him sustain attention in classroom activities and learning tasks.
10	GB01 for next annual review: I can independently focus and sustain my attention on classroom activities and learning tasks during lessons. 40mins
9	<i>(Goal consistently achieved independently with minimal prompting, support or scaffolding.)</i> I can independently focus for significant chunks of time on my work with very little support.
8	<i>(Between 7 and 9.)</i>
7	<i>(Evidence of success in meeting the goal with some independence but still in need of some support, prompting and scaffolding.)</i> I start my work independently and adults prompt me to keep focused and maintain attention.
6	<i>(Between 5 and 7.)</i>
5	<i>(Evidence of success in working half- way towards achieving the goal but still needing support, prompting and scaffolding.)</i> Adults support me to start my work. They check on me or prompt me regularly to maintain my focus. 20 mins
4	<i>(Between 3 and 5.)</i>
3	<i>(Some evidence of succeeding in achieving one to two steps of the goal.)</i> Adults break down tasks into chunks I can understand and prompt me as a reader/scribe when I need them to.
2	<i>(Between 1 and 3.)</i>
1	<i>(Some evidence of understanding and early engagement with one to two steps of the goal.)</i> Adults sit with me, break down tasks so that I can understand them and act as a reader/scribe.

GB01 comments:

This blank template can be used if you want to use GBOs within the APDR Cycle electronically. A digital version can be accessed via this link ([APDR and 3 GBO Sub-Reviews blank electronic](#))



SUMMARY ASSESS-PLAN-DO-REVIEW CYCLE FOR EHCP ANNUAL REVIEW		Plan Number: Choose an item.
Name of Pupil: Click or tap here to enter text.	Date of Birth: Click or tap to enter a date.	Year Group: Choose an item.
Name of School/Setting: Click or tap here to enter text.	APDR Cycle Start Date: Click or tap to enter a date.	APDR Cycle Review Date: Click or tap to enter a date.
Contributors to the APDR Cycle (name and role): Click or tap here to enter text.		
EHCP Outcome 1: Click or tap here to enter text.		
EHCP Outcome 2: Click or tap here to enter text.		
EHCP Outcome 3: Click or tap here to enter text.		

SEND Areas of Need	Barriers to learning:	Provision in place:	List of outside agencies involved and role:
<p>Specific SEND areas of need: Click or tap here to enter text.</p> <p>Other SEND areas of need: Click or tap here to enter text.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Assessments to Determine GBO Baseline and Progress <i>(including levels of support to achieve outcomes)</i>	Plan (Baseline GBO)	Do	Review (Final GBO)
Click or tap here to enter text.	<p>What I can do now: Click or tap here to enter text.</p> <p>GBO1 Baseline Score: Choose an item.</p>	<p>Support/strategies put in place to meet GBO: Click or tap here to enter text.</p>	<p>GBO1 Score: 10 GBO1: Click or tap here to enter text. GBO1 Final Score: Choose an item. GBO1 Steps of Progression (Final GBO minus Baseline GBO): Choose an item.</p>

	<p>What I can do now: Click or tap here to enter text.</p> <p>GBO2 Baseline Score: Choose an item.</p>	<p>Support/strategies put in place to meet GBO: Click or tap here to enter text.</p>	<p>GBO2 Score: 10 GBO2: Click or tap here to enter text. GBO2 Final Score: Choose an item. GBO2 Steps of Progression (Final GBO minus Baseline GBO): Choose an item.</p>
	<p>What I can do now: Click or tap here to enter text.</p> <p>GBO3 Baseline Score: Choose an item.</p>	<p>Support/strategies put in place to meet GBO: Click or tap here to enter text.</p>	<p>GBO3 Score: 10 GBO3: Click or tap here to enter text. GBO3 Final Score: Choose an item. GBO3 Steps of Progression (Final GBO minus Baseline GBO): Choose an item.</p>

GBO	Sub-Review 1 Date: Click or tap to enter a date.	Sub-Review 2 Date: Click or tap to enter a date.	Sub-Review 3 Date: Click or tap to enter a date.
1	<p>What I can do now: Click or tap here to enter text. SR1 GBO1 Score: Choose an item. Evidence to support my progress: Click or tap here to enter text. What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text. SR2 GBO1 Score: Choose an item. Evidence to support my progress: Click or tap here to enter text. What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text. SR3 GBO1 Score: Choose an item. Evidence to support my progress: Click or tap here to enter text. What I need to do to improve further: Click or tap here to enter text. Click or tap here to enter text.</p>
2	<p>What I can do now: Click or tap here to enter text. SR1 GBO2 Score: Choose an item. Evidence to support my progress: Click or tap here to enter text. What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text. SR2 GBO2 Score: Choose an item. Evidence to support my progress: Click or tap here to enter text. What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text. SR3 GBO2 Score: Choose an item. Evidence to support my progress: Click or tap here to enter text. What I need to do to improve further: Click or tap here to enter text.</p>
3	<p>What I can do now: Click or tap here to enter text. SR1 GBO3 Score: Choose an item. Evidence to support my progress: Click or tap here to enter text. What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text. SR2 GBO3 Score: Choose an item. Evidence to support my progress: Click or tap here to enter text. What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text. SR3 GBO3 Score: Choose an item. Evidence to support my progress: Click or tap here to enter text. What I need to do to improve further: Click or tap here to enter text.</p>

This blank template can be used if you want to physically record GBOs within the APDR Cycle



SUMMARY ASSESS-PLAN-DO-REVIEW CYCLE FOR EHCP ANNUAL REVIEW		Plan Number:
Name of Pupil:	Date of Birth:	Year Group:
Name of School/Setting:	APDR Cycle Start Date:	APDR Cycle Review Date:
Contributors to the APDR Cycle (name and role):		

EHCP Outcome 1:
EHCP Outcome 2:
EHCP Outcome 3:

SEND Areas of Need	Barriers to learning:	Provision in place:	List of outside agencies involved and role:
Specific SEND areas of need:			
Other SEND areas of need:			
Assessments to Determine GBO Baseline and Progress <i>(including levels of support to achieve outcomes)</i>	Plan (Baseline GBO)	Do	Review (Final GBO)
	What I can do now: GBO1 Baseline Score:	Support/strategies put in place to meet GBO:	GBO1 Score: 10 GBO1: GBO1 Final Score:

			GBO1 Steps of Progression (Final GBO minus Baseline GBO):
	What I can do now: GBO2 Baseline Score:	Support/strategies put in place to meet GBO:	GBO2 Score: 10 GBO2: GBO2 Final Score: GBO2 Steps of Progression (Final GBO minus Baseline GBO):
	What I can do now: GBO3 Baseline Score:	Support/strategies put in place to meet GBO:	GBO3 Score: 10 GBO3: GBO3 Final Score: GBO3 Steps of Progression (Final GBO minus Baseline GBO):

GBO	Sub-Review 1 Date:	Sub-Review 2 Date:	Sub-Review 3 Date:
1	<p>What I can do now:</p> <p>SR1 GBO1 Score:</p> <p>Evidence to support my progress:</p> <p>What I need to do to improve further:</p>	<p>What I can do now:</p> <p>SR2 GBO1 Score:</p> <p>Evidence to support my progress:</p> <p>What I need to do to improve further:</p>	<p>What I can do now:</p> <p>SR3 GBO1 Score:</p> <p>Evidence to support my progress:</p> <p>What I need to do to improve further:</p>
2	<p>What I can do now:</p> <p>SR1 GBO2 Score:</p> <p>Evidence to support my progress:</p> <p>What I need to do to improve further:</p>	<p>What I can do now:</p> <p>SR2 GBO2 Score:</p> <p>Evidence to support my progress:</p> <p>What I need to do to improve further:</p>	<p>What I can do now:</p> <p>SR3 GBO2 Score:</p> <p>Evidence to support my progress:</p> <p>What I need to do to improve further:</p>
3	<p>What I can do now:</p> <p>SR1 GBO3 Score:</p> <p>Evidence to support my progress:</p> <p>What I need to do to improve further:</p>	<p>What I can do now:</p> <p>SR2 GBO3 Score:</p> <p>Evidence to support my progress:</p> <p>What I need to do to improve further:</p>	<p>What I can do now:</p> <p>SR3 GBO3 Score:</p> <p>Evidence to support my progress:</p> <p>What I need to do to improve further:</p>

This is an example of a completed APDR form using GBOs for an outcome on a Secondary EHCP



SUMMARY ASSESS-PLAN-DO-REVIEW CYCLE FOR EHCP ANNUAL REVIEW		Plan Number: 2
Name of Pupil: XXXXX XXXXXXXX	Date of Birth: 01/01/2006	Year Group: Year 10
Name of School/Setting: XXXXX Secondary School	APDR Cycle Start Date: 15/09/2020	APDR Cycle Review Date: 14/09/2021
Contributors to the APDR Cycle (name and role): e.g. names of SENCo, Parent/Carer/s, TA etc.		

EHCP Outcome 1: To reflect on positive comments to enhance her self-image, self-worth and experience of school.

EHCP Outcome 2: Click or tap here to enter text.

EHCP Outcome 3: Click or tap here to enter text.

SEND Areas of Need	Barriers to learning:	Provision in place:	List of outside agencies involved and role:
<p>Specific SEND areas of need: Physical and Sensory</p> <p>Other SEND areas of need: SEMH</p>	<p>Fatigue</p> <p>Self-esteem/self-worth</p> <p>Anxiety regarding the future and Post-16 education</p> <p>Does not want to accept help.</p>	<p>1-2-1 full-time TA support</p> <p>Reduction in timetable-dropped 2 GCSE subjects for personalised intervention.</p> <p>Homework club</p> <p>Flexibility to rest or go home if physically tired#</p> <p>Personal care when needed.</p>	<p>CAMHS when needed (were involved)</p> <p>Hospice previously involved</p> <p>ESMA involved</p> <p>School counsellor previously involved</p> <p>Physiotherapist.</p>
<p>Assessments to Determine GBO Baseline and Progress (including levels of support to achieve outcomes)</p>	<p>Plan (Baseline GBO)</p>	<p>Do</p>	<p>Review (Final GBO)</p>
<p>TA feedback</p> <p>Parent feedback</p>	<p>What I can do now: I know where the log book is, I know what the log book is for but I don't want to use it.</p>	<p>Support/strategies put in place to meet GBO: Weekly time slot Safe place</p>	<p>GBO1 Score: 10 GBO1: I can reflect on positive comments in my positive log book weekly with my key worker.</p>

Physiotherapist feedback CAMHS feedback.	GBO1 Baseline Score: 1	Supportive key worker (TA) Conversations to reinforce the support to engage her. Write GBO descriptors for points 3, 7 and 9 on the GBO scale with her Be mindful about the time of day when activities take place.	GBO1 Final Score: 8 GBO1 Steps of Progression (Final GBO minus Baseline GBO): 7
	What I can do now: Click or tap here to enter text. GBO2 Baseline Score: Choose an item.	Support/strategies put in place to meet GBO: Click or tap here to enter text.	GBO2 Score: 10 GBO2: Click or tap here to enter text. GBO2 Final Score: Choose an item. GBO2 Steps of Progression (Final GBO minus Baseline GBO): Choose an item.
	What I can do now: Click or tap here to enter text. GBO3 Baseline Score: Choose an item.	Support/strategies put in place to meet GBO: Click or tap here to enter text.	GBO3 Score: 10 GBO3: Click or tap here to enter text. GBO3 Final Score: Choose an item. GBO3 Steps of Progression (Final GBO minus Baseline GBO): Choose an item.

GBO	Sub-Review 1 Date: 10/12/2020	Sub-Review 2 Date: Click or tap to enter a date.	Sub-Review 3 Date: Click or tap to enter a date.
1	What I can do now: I can make a positive comment about someone in my class. SR1 GBO1 Score: 3 Evidence to support my progress: I am meeting with my TA and used positive words. I said XXX was nice. What I need to do to improve further: Have meetings with my TA earlier in the day when I am not so tired.	What I can do now: Click or tap here to enter text. SR2 GBO1 Score: Choose an item. Evidence to support my progress: Click or tap here to enter text. What I need to do to improve further: Click or tap here to enter text.	What I can do now: Click or tap here to enter text. SR3 GBO1 Score: Choose an item. Evidence to support my progress: Click or tap here to enter text. What I need to do to improve further: Click or tap here to enter text. Click or tap here to enter text.

This blank template can be used electronically to record GBO progress at sub-reviews

RECORD OF GBO SUB-REVIEW PROGRESS
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GBO	Sub-Review Choose an item. Date: Click or tap to enter a date.	Sub-Review Choose an item. Date: Click or tap to enter a date.	Sub-Review Choose an item. Date: Click or tap to enter a date.
1	<p>What I can do now: Click or tap here to enter text.</p> <p>SR1 GBO1 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR2 GBO1 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR3 GBO1 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text. Click or tap here to enter text.</p>
2	<p>What I can do now: Click or tap here to enter text.</p> <p>SR1 GBO2 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR2 GBO2 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR3 GBO2 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>
3	<p>What I can do now: Click or tap here to enter text.</p> <p>SR1 GBO3 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR2 GBO3 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>	<p>What I can do now: Click or tap here to enter text.</p> <p>SR3 GBO3 Score: Choose an item.</p> <p>Evidence to support my progress: Click or tap here to enter text.</p> <p>What I need to do to improve further: Click or tap here to enter text.</p>