SEND: Assess, Plan, Do, Review

A practical support cycle with a worked example and a printable review planner.

For: Teachers, inclusion leads and early years practitioners

Assess: understand the barrier

Combine classroom observation, learner and family perspectives, work samples and response to previous teaching. Notice strengths as well as difficulty. Check language, access and opportunity to learn; a classroom concern alone is not a diagnosis.

Plan: choose a precise change

Agree one meaningful outcome, a baseline, the teaching adaptation, a responsible adult and a review date. Keep the learner involved using their preferred communication.

Do: connect support to everyday teaching

The teacher retains responsibility for learning. Model the strategy, record when it is used and help the learner practise it in ordinary lessons; additional support should connect back to classroom goals.

Review: examine response and implementation

Compare the same evidence with the baseline. Ask whether the support was delivered as intended and whether it helped participation and learning. Continue, refine or seek qualified specialist input through local procedures.

A classroom example

A learner follows one-step instructions but loses the sequence in a practical task. Over two weeks, trial a three-picture sequence, model its use and gradually reduce prompts. Record completed steps and prompt level in comparable tasks; review with the learner and family.

Put it into practice

Print and complete with your team. Use initials or an anonymous reference; store personal information only in approved systems.

Learner strengths, interests and preferred communication

Barrier and baseline evidence

Agreed outcome and success measure

Teaching adaptation, frequency and responsible adult

Learner/family contribution

Review date, implementation evidence and next decision

Further reading

nasen: Graduated Approach Prompt

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