

Starting point, support and review record

Page 1: describe the learning situation and plan one proportionate response. No genetic inference or nature-versus-nurture ratio is needed.

Act on need, not a causal guess. Do not delay reasonable adjustments or SEND, health, pastoral or safeguarding routes while trying to decide whether a difficulty is inherited or environmental.

Learner

Date and reviewer

Class, subject or context

1. Precise learning concern and intended goal

What task, knowledge or participation is difficult?

What would successful access or learning look like?

Observation, not interpretation

Record what was said, made, selected or done. Include frequency and context. Avoid labels such as low ability, unmotivated or genetically limited.

2. Access, opportunity and teaching already available

Check without assuming the answer: ☐ Communication or AAC ☐ Language and vocabulary ☐ EAL meaning ☐ Vision or hearing ☐ Sensory or motor access ☐ Attendance and opportunity ☐ Materials or technology ☐ Assessment conditions ☐ Reasonable adjustments ☐ Explicit teaching and guided practice

What has been taught or provided?	Frequency, duration and setting	What the learner could do with and without it

3. Evidence and voices

Evidence across more than one occasion

Current strengths and successful conditions

Learner voice

Family or carer voice

What helps, gets in the way and matters next?

What is noticed, valued or requested?

4. One support plan to test

Support or adjustment	Who?	When and how often?	For how long?	Success signs

Route now where required: ☐ Reasonable adjustment ☐ SENCO or graduated approach ☐ Health or specialist advice ☐ Pastoral support ☐ Designated safeguarding route. Named person and date: _____

Do, review and choose the next route

Page 2: record implementation and response. A learner's response is evidence for the next decision, not proof of a biological or environmental cause.

Use the same intended goal from page 1. Review benefit, independence, effort, access and the learner's experience. One good or poor session is not a verdict.

5. Implementation record

Date and context	Support delivered	Independence and learning	Learner view

6. Review the evidence

Evidence of progress or improved access

Evidence the concern remains or changed

Benefits for learning, participation or wellbeing

Costs, burden or unintended effects

Learner review

What helped? What should change?

Family or carer review

What do they notice or request?

7. Decision and next route

Decision: ☐ Continue as planned ☐ Adapt the support ☐ Stop because it is ineffective or burdensome ☐ Add assessment or specialist advice ☐ Escalate through the graduated approach ☐ Follow a health, pastoral or safeguarding route

Decision, reason and remaining uncertainty

What happens next?

Named responsibility

Action date

Next review date

8. Communication and record

☐ Learner received an accessible explanation ☐ Family or carer informed ☐ Class staff know what to do ☐ SENCO or relevant professional updated ☐ Reasonable adjustments recorded ☐ Data stored according to school policy

Professional boundary: Do not record a nature-versus-nurture percentage, inferred gene, epigenetic explanation or fixed ceiling. Genetic data is special category personal data. This record neither asks for nor authorises its collection.