

School System Map

Page 1 of 2 | Make the current process and its uncertain links visible

Use: choose one real issue and a practical boundary. Write what is observed, what is assumed and what is not yet known. This record is not a diagnosis or proof of cause.

1. Outcome and time frame

What should change for learners, staff or the school? What would we see, and by when?

2. Practical boundary

Which year, lessons, roles, process and dates are in the first map? What sits outside?

3. What happens now?

Map the real path, from the first trigger to action and review. Include handovers, waits, exceptions and who makes each choice.

4. Evidence we have

Work, timings, attendance, observations, delivery records and other facts.

5. Voices and duties

Learner, family and staff views. SEND, access, health, behaviour or safeguarding duties that apply now.

6. Links to test

Use a verb for each link. Mark it as observed, assumed or disputed. Add at least one other explanation.

AFFECTS / DELAYS

OBSERVED?

OTHER ACCOUNT

NEXT EVIDENCE

Intervention Review

Page 2 of 2 | Put one feasible change in place and decide what follows

Keep the boundary: a system map can improve the plan, but it does not make an untested approach effective. Do not delay direct teaching, reasonable adjustments, urgent health support or safeguarding action.

1. One change and reason

What will change? Which evidence and clear rationale support it?

2. Delivery plan

Who, what, when, how often, with which tools and support?

Intended measure

What learner or school result should improve? How will it be checked?

Delivery measure

How will we know the planned change took place?

Burden or harm

What could worsen, be lost or place an unfair load on someone?

Missing voice

Who has not yet been heard, and how will their view shape review?

3. Review record

START DATE

REVIEW DATE

WHAT CHANGED?

WHAT DID NOT?

WHAT IS
UNCLEAR?

4. Decision and next owner

☐ CONTINUE

☐ ADAPT

☐ STOP

☐ ESCALATE

☐ SPECIALIST ROUTE

☐ URGENT ACTION