

From Observation to Provision

Plan one low-risk response to a real classroom barrier. Describe what happened without turning it into a Big Five label.

Boundary: this record is not a personality assessment, diagnosis, selection tool or pupil profile. If a concern persists, use your school's SEND, pastoral, safeguarding or health route.

Learner / group

Date and setting

Staff involved

1. What did staff see or hear?

Use plain, low-inference words. Include time, place, task and who was present. Write “opened the task after four prompts”, not “unmotivated” or “low in conscientiousness”.

2. What did the task demand?

☐ Prior knowledge

☐ Hold steps in mind

☐ Read, write or calculate

☐ Shift, wait or stop

☐ Work with peers

☐ Know what to do first

☐ Plan or organise

☐ Speak, listen or use AAC

☐ Cope with noise, light or touch

☐ Manage risk or uncertainty

3. What access was already in place?

Note the model, prompt, visual support, tool, response route, group size, sensory conditions, time, check-in and adult role. Do not count support that was planned but absent.

Learner voice before the change

“What made this task easy or hard to start, join or finish?”

Test, Review and Decide

Keep the learning goal clear. Change one plausible barrier, watch what happens and include the learner's account.

4. What else could explain the same act?

☐ Task clarity or prior learning

☐ Working memory or planning

☐ Anxiety, safety or past events

☐ Peer role or adult relationship

☐ Technology, travel or resources

☐ Speech, language or literacy

☐ Sensory access or pain

☐ Sleep, health or medication

☐ Culture or language

☐ Adult expectation or bias

5. One low-risk change to test

A

Keep: What knowledge, skill or safe boundary stays the same?

B

Change: What will staff make clearer, lighter or more accessible?

C

Look for: What small, observable sign will show benefit or burden?

What happened after the change?

Learner and family voice

What helped? What cost or stress remained? What should staff try next?

Review the evidence

☐ Access improved

☐ No clear change

☐ Pattern seen in more settings

☐ Learning or independence improved

☐ New burden, distress or masking

☐ Formal support route is needed

Decision and next review date

CONTINUE

ADAPT

STOP

ESCALATE

Teacher / practitioner

SENCO / lead, where involved