

Plan one real decision

Keep the learning purpose fixed. Make the learner's decision meaningful, accessible and safe.

Boundary: This record plans one opportunity in one task. It does not score a learner's agency, independence, confidence or character.

Class or group	Subject or context	Date and teacher
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1. Fixed learning purpose and evidence

What must learners understand or produce?	What common evidence will show this?

2. Meaningful learner decision

What can learners genuinely decide?	What changes because of that decision?

3. Valid routes and limits

Routes that meet the same purpose and evidence	Route or limit that is not negotiable, and why

4. Access and communication

☐ Options are understandable before a decision	☐ More than one communication route is available
☐ Sensory, physical and processing access is planned	☐ Help-seeking does not remove the learner's decision
☐ Alternatives avoid hidden cost or extra workload	☐ A learner can pause, revisit or decline a non-essential choice

5. Adult responsibility and checkpoints

Curriculum, assessment, safety and support duties adults retain	Checkpoint, feedback and chance to revise

Review the task and context

Use several observations. Do not infer a fixed learner trait from one lesson.

6. What the learner chose and did

Decision, action and route used	Help requested, accepted or declined

7. Work against the same purpose

Evidence produced against the common goal	Revision after feedback or checkpoint

8. Learner explanation and response loop

Learner's explanation, using their preferred communication route	What adults changed, kept fixed or explained

9. Barriers and hidden load

☐ Choice was meaningful rather than cosmetic	☐ All routes remained valid for the learning purpose
☐ Language or communication did not block participation	☐ Sensory, physical or processing needs were supported
☐ Help-seeking remained a purposeful action	☐ The decision did not add avoidable work or risk

Barrier, unexpected burden or unequal route

10. Next local decision

☐ Retain	☐ Revise	☐ Remove
Reason and next change	Who will act, and when will it be reviewed?	

Write a local conclusion only: describe whether this design supported purposeful action in this task. Do not convert the record into a general agency score or diagnosis.