

Assess – Plan – Do - Review

Assess

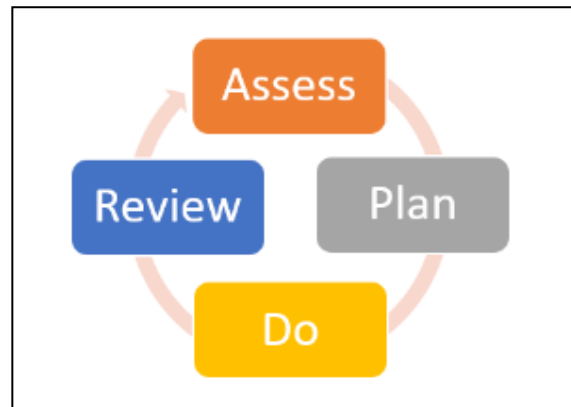
- 1) There are concerns about a child's attainment and progress. What are the specific difficulties? Why are there these specific difficulties – what are the barriers to learning? What is working well for the child? What are the strengths of the child? What are the child's interests? Undertake any baseline assessments/ screening. Undertake a pupil profile.
- 2) Think about what you want or need to change in your classroom: consider the delivery; the teaching; the environment.
- 3) Make sure you are familiar with any paperwork/ other information about the child.
- 4) Following the review (s), assess again the strengths and areas of concern for the pupil. What is the current starting point for the pupil? What gaps remain in attainment and learning? What has worked well/ not worked well, following implementation of the specific support measures? What are the barriers to learning? Is there a need to refer to outside agencies?
- 5) There is a wide range of assessment/ screening tools which can be used: SEND checklists; the Cognition and Learning Baseline Assessments; Dyslexia Portfolio; TALC assessment; Well Comm Screening; Boxall Profile; Strengths and Difficulties Questionnaire; Sensory Profiling.

Review

Every half-term/ term, review the outcomes and the provision. What is working well? What steps (no matter how small) of progress have been made? Has the child met the outcomes? Is the targeted support helping the child to make progress and to narrow the gap/ raise attainment?

What are the next steps which need to be taken?

Is there anything which needs to be changed?



Plan

Following the discussions, observations and any relevant assessments, consider the plan of support to be implemented: What Quality First Teaching does the child need? Does the child need any interventions which are additional to/ different from the QFT? Set the outcomes: what do you want the child to achieve? Set the provision: how will you achieve these outcomes?

Think about any training needs for other staff members who may support the child.

Do

Implement the plan of support for the pupil. How will you do this? What do you need? What resources will be required? Liaise with other members of staff who may be working in the classroom so that everyone is aware of the outcomes and the provision.