

One Planning – Assess, Plan, Do, Review

Name:

Form:

Area(s) of need:

SEN Status:

People involved:

Assess (What's working/not working)	Plan (including outcomes)	Do (Actions in class/interventions)
Date:		

What is Assess, Plan, Do, Review?

One Planning – Assess, Plan, Do, Review

Assess, Plan, Do, Review is a graduated approach to SEN support. It is a four part cycle that ensures support is continually reviewed, so students are happy with the support that they are receiving.

Assess is about pinpointing needs that a student may have. Plan is when you discuss arrangements you may put in place to support them. Do is when those arrangements are put in place and review is about discussing the effects of the arrangements and any changes that may need to be made.

Assess

Assessment should include:-

- Results of any tests taken
- Reports from Speech and Language/Ed Psych/CAMS
- Teacher views
- School Data
- Examples of the pupils work. E.g. spellings in their work not just spelling test results
- Medical information
- **MUST include pupils and parents views**

Then you need to decide what it is that needs to be done - a student with dyslexia's main problem could be working memory not spelling, you need to find a specific aspect to support

Plan

- **MUST include parent and student**
- Could be quality first teaching/strategies passed to teachers to try in class
- Individual or small group interventions
- Part of planning should include who's going to deliver:- teacher/LSA/speech &Lang
- Who's going to be in the group – other pupils included
- Exactly what are you going to deliver
- Where will it be delivered – consider careful chose the right location
- When will it be delivered – what will the student miss assembly/tutor time/PE how will this affect them social interaction/missing praise assemblies etc

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Do

- Actual delivery of the intervention – e.g. quality first teaching
- How long will it last
- Emotional questionnaire beginning and end
- Spelling/reading test beginning and end
- Break down of what you're doing recording of how the student is getting on
- Are they more focused/relaxed etc.
- Teachers' feedback – how effective is it?

Review

- If you don't review you do not know if it's successful
- What went well – was 6 weeks enough?
- Could need to be refreshed at a later date
- May need to continue – part of review could be continued monitoring. After review do re-assessment at the beginning of the next term. Again this should include the parent and the student. School could think there has been an improvement at school but behaviour at home may have changed since the intervention