

New Class, New Routine

A practical autumn term guide to supporting pupils with SEND

1 Tomorrow's actions

- ✧ Welcome each pupil personally; use their name and show you're glad they're there.
- ✧ Share a simple plan for the day with visuals if helpful.
- ✧ Check in: how are they feeling and what might help today?
- ✧ Provide a calm, low demand start and clear first task.
- ✧ Identify an adult they can go to if they need support.
- ✧ Note any immediate adjustments needed and act on them.



2 The next few weeks

- ✧ Build relationships through regular, positive interactions.
- ✧ Learn about the pupil: interests, strengths, triggers and what helps.
- ✧ Establish routines and clear expectations that are consistently applied by all adults.
- ✧ Use and adapt strategies from previous setting/ class.
- ✧ Teach explicitly: social expectations, routines and key skills.
- ✧ Monitor wellbeing, behaviour and engagement, adjust support.
- ✧ Communicate regularly with families and other professionals.



3 By October half term

- ✧ Review what's working well and what needs to change.
- ✧ Check progress towards individual targets and wellbeing goals.
- ✧ Strengthen independence and involvement in the classroom.
- ✧ Ensure adjustments and support are embedded and effective.
- ✧ Plan next steps with the pupil, family and team.
- ✧ Celebrate progress and build on key strengths.



Key reminders



Consistent routines

Predictability reduces anxiety and supports regulation



Be curious

Look beyond behaviour to the need beneath



Notice strengths

Build confidence by naming and using what pupils do well.



Act early

Small, timely actions prevent bigger challenges later

Helping children to feel understood, safe and able to participate.

"Every child can, with the right support"



www.sendguidance.co.uk
claire@sendguidance.co.uk



Claire Andrews
 SEND Consultant



2026 SEND Guidance
 All rights reserved

