

WITHDRAWAL ISN'T THE DEFAULT

Plan together. Make access possible.



THE IDEA

Choose classroom or withdrawal support from the identified learning need and review its transfer to subject access.



IN THE CLASSROOM

Choose one school procedure and identify what a teacher or family must actually do.

ACROSS SUBJECTS

Apply to curriculum planning, assessment instructions and family communication; keep responsibilities explicit.

HOW TO USE IT

1



Choose classroom or withdrawal support from the identified learning need and review its transfer to subject access.

2



Name responsibility, resources and a realistic review point.

3



Trial the action in one setting and collect access or participation evidence.

4



Revise the procedure from the evidence and communicate the agreed practice.

WITHDRAWAL ISN'T THE DEFAULT

A short specialist session may address a specific language need, while a supported subject task tests transfer. Compare the benefit and access cost before continuing the arrangement; neither withdrawal nor classroom support is automatically right.



WHY IT WORKS

Makes the support explicit, shared and open to review.



EAL UPGRADE

Replace specialist-led reminders with a sustainable shared routine; retain review when evidence shows a barrier.



TRY IT TOMORROW

Ask whether staff can describe the action and whether learners can access the task more independently.



TEACHER LANGUAGE

“What action will happen, who owns it, and how will we check it?”