

CLASS TEACHERS: SPECIAL AND ADDITIONAL LEARNING NEEDS AND INCLUSION

SURVEY REPORT 2025

Introduction

NASUWT conducted parallel surveys of members about their experiences of Special Educational Needs and Disabilities (SEND) in England, Special Educational Needs (SEN) in Northern Ireland, Additional Learning Needs (ALN) in Wales, Additional Support Needs (ASN) in Scotland, and inclusion. The surveys ran through February and March 2025. We received more than 3,300 responses to the surveys.

We have produced four reports that draw together the findings from those surveys.

This report focuses on class teachers and their experiences of teaching learners who have SEN, ALN or ASN. The other three reports focus on:

- Special Educational Needs Coordinators (SENCOs), Additional Learning Needs Coordinators (ALNCOs) and Principal Teachers (ASN/Support for Learning (SfL)): Coordinating special and additional learning needs;
- Teachers of Special and Additional Learning Needs and behaviour incidents;
- Schools: Support for SEN, ALN, ASN and inclusion.

The reports:

- summarise the main findings from the surveys;
- outline the voices and lived experiences of teachers; and
- highlight key issues and challenges facing schools.

The reports will inform our work with schools and settings, employers and education authorities, and governments to secure changes to SEN, ALN and ASN systems and practices that both meet the needs of learners and protect the rights of teachers and leaders.

A separate *Issues and Actions* document outlines key issues raised in the survey reports and some of the actions NASUWT will take to respond to the issues and challenges that teachers, leaders and schools are facing.

Every teacher is a teacher of SEN, ALN or ASN...

Responses to the question: Approximately what percentage of learners that you teach have SEN/ALN/ASN?

	ENGLAND	N IRELAND	SCOTLAND	WALES
1-20%	44%	37%	23%	43%
21-40%	29%	23%	28%	31%
41-60%	7%	8%	18%	6%
61-80%	3%	3%	4%	2%
81-100%	18%	30%	27%	9%

Most teachers teach classes where 20% or less of learners have SEN or ALN, with the exception of Scotland where the largest number of respondents said that between 21% and 40% of learners in their classes had ASN. Over half of teachers in each nation/administration reported that 40% or less of learners in their classes had SEN, ALN or ASN.

The majority of teachers who said that between 81% and 100% of the learners they teach had SEN, ALN or ASN work in special schools or specialist settings in mainstream schools, although there was variation between nations/administrations: 77% of teachers in England, 81% in Northern Ireland, 61% in Wales and just 43% in Scotland.

Teachers from Northern Ireland and England were most likely to report that they worked in specialist provision within a mainstream school setting: 24% of teachers from Northern Ireland and 8% of teachers from England.

...but teachers have more learners with SEN, ALN and ASN in their classes...

The overwhelming majority of class teachers report that, in the last five years, the number of learners they teach who have SEN, ALN or ASN has increased – 90% of teachers said that this was the case. Ten percent said that the numbers had remained the same and less than 0.5% reported that the number had decreased. The findings were similar across the UK.

Teachers working in mainstream primary and secondary schools¹ were more likely to report that in the last five years the proportion of learners they teach with SEN, ALN or ASN had increased – 94% said that they had more learners with SEN, ALN or ASN in their classes, while 6% reported that the proportions remained the same. Again, the findings were similar across the UK.

¹ Including middle schools in England and post-primary in Northern Ireland.

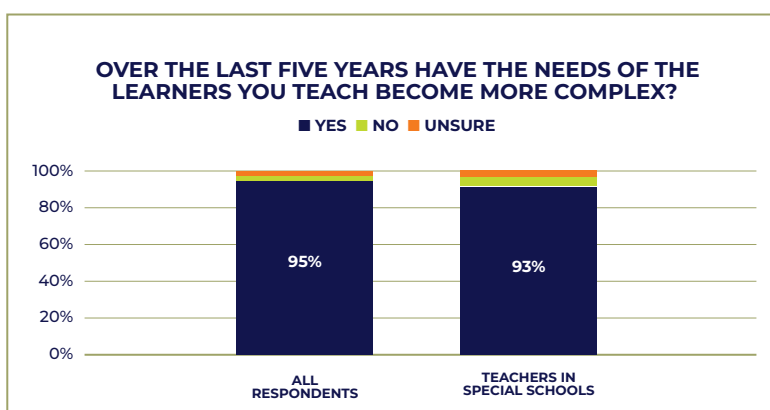
TEACHERS	INCREASED?	STAYED THE SAME?	DECREASED?
ALL TEACHERS	90%	10%	<0.5%
PRIMARY AND SECONDARY TEACHERS*	94%	6%	<0.5%

Responses to the questions: Over the last five years (or since you started teaching if you have less than five years' experience), has the number of learners you teach who have SEN/ALN/ASN increased, remained the same or decreased?

*Also includes teachers working in middle schools in England.

...and teachers in both mainstream and specialist settings report that the needs of the learners they teach have become more complex...

In response to reports from teachers about the increasing complexity of learners' needs, we asked teachers whether the needs of learners in their classes had become more complex in the last five years – 95% of teachers said that the needs of the learners they teach have become more complex, with just 3% saying that this wasn't the case and 2% reporting that they were unsure. This finding was not limited to teachers working in mainstream schools as the overwhelming majority of teachers working in special schools and specialist settings (93%) also reported that the needs of learners they teach have increased in complexity in the last five years.



Responses to the question: Over the last five years (or since you started teaching if you have less than five years' experience), have the needs of learners become more complex? Showing responses from all teachers and from teachers working in special schools and specialist settings.

'In our special school, the profile of the pupils we teach has changed over the years, with us now teaching children with extremely challenging behaviour and those who are medically complex.' (Special school teacher, Northern Ireland)

'The numbers and complexities of pupils with SEN have increased dramatically over the past five years. Staff are neither fully equipped nor trained to support the rising level of needs. There is a severe lack of funding, training and support staff. It has become increasingly difficult and somewhat impossible to fully provide the support that the diverse range of learners require.' (Special school teacher, Northern Ireland)

Many class teachers are not made aware of the support needs of all of the learners in their class...

Almost half of teachers report that either they are not made aware of the support needs of learners who have SEN, ALN or ASN, or that they are only made aware of the needs of some of those learners. In Scotland, well over half (60%) of teachers reported this to be the case. In Northern Ireland, 44% of teachers, in Wales, 43% of teachers and in England, 40% of teachers said that either they were not made aware of the needs of learners with SEN/ALN or that they were only made aware of the needs of some learners.

	YES	SOME LEARNERS	NO
ENGLAND	60%	30%	10%
N IRELAND	56%	33%	11%
SCOTLAND	40%	48%	12%
WALES	57%	31%	12%

Responses to the questions: Are you made aware of the specific support each of the learners with SEN/ALN is entitled to under the [SEND, SEN and ALN codes of practice for England, Northern Ireland and Wales respectively]? Scotland: Are you made aware of the specific support to which each of the learners with ASN is entitled?

Very few teachers believe that learners with SEN, ALN and ASN always receive the support to which they are entitled...

Teachers were asked if they believed that the learners they teach receive the support to which they are entitled. In the case of England, Northern Ireland and Wales, the question referred to their entitlement under the relevant Code of Practice.

Only 4% of teachers said that learners always received the support to which they were entitled, with 28% reporting that learners mostly received the support to which they were entitled. However, more than two-thirds (68%) of teachers report that learners who have SEN, ALN or ASN either never (3%), or only sometimes or rarely (65%) receive the support to which they are entitled.

ALWAYS	MOSTLY	SOMETIMES/RARELY	NEVER
4%	28%	65%	3%

Responses to questions: Do you believe the learners you teach receive the support to which they are entitled [under the relevant Code of Practice for England, Northern Ireland and Wales]?

‘With the increase in needs in the classroom, it is impossible to meet the needs of all students. More support is needed in the classroom; more time is needed to prepare differentiated tasks.’ (Class teacher, Northern Ireland)

'I was a successful mainstream class teacher [who] left the classroom last year to work 1:1 with SEND children...I had 17 children on the SEND register and six with EHCPs [Education, Health and Care Plans] with a morning-only TA...No matter how hard we worked we couldn't meet all their needs and the needs of the other children in a class of 32.' (Former class teacher, England)

'We have children in [the mainstream] school who are severely autistic, non-verbal, not able to access any of the curriculum, who we've had to fight to get an EHCP [for] and are then having to fight to get a special school [place]. Some have been waiting two years.' (Class teacher, England)

'I work in a school which is part of a large group of SEND schools. We do not have enough staffing to meet basic EHCP requirements... We are well-educated and trained in what we need to do to support the students, but we are often not given the resources, staffing or time to do this. Students are becoming more challenging and more injuries are occurring' (Special school teacher, England)

...and Scottish teachers are most likely to report that learners never, rarely or only sometimes receive the support to which they are entitled...

In the case of Scotland, 84% of teachers reported that learners never, rarely or only sometimes received the support to which they were entitled.

'I teach practical cookery, a subject seen as "accessible". Eighty percent of my class have identified ASN [and] most without identified ASN are identified as requiring extra scaffolding and check-ins for understanding. I get no SfL [Support for Learning] assistant in class. An example from a recent practical exam: three pupils in the ET [English Test] exam are entitled to a reader. One reader was provided for all three... Pupils are not doing as well as they could due to lack of support.' (Secondary school teacher, Scotland)

'I work in a special school for children with severe and complex needs. Our school was built to accommodate 36 pupils and our role is now almost double that... due to the increase in numbers the children are not able to access [areas such as the sensory room, soft play and hydrotherapy] when they need to...Class sizes have doubled in most cases and staff numbers have remained the same. The needs of children have changed significantly over time with far more autistic, non-verbal children...' (Special school teacher, Scotland)

Across the UK, over half of teachers report that the level of support that learners receive has decreased in the last five years...

Fifty-one percent of teachers from England, 59% from Wales and more than two-thirds of teachers from Scotland (69%) reported that the level of support that learners with SEN, ALN or ASN receive has decreased in the last five years.

	INCREASED?	STAYED THE SAME?	DECREASED?
ENGLAND	24%	25%	51%
N IRELAND	26%	29%	45%
SCOTLAND	15%	16%	69%
WALES	18%	23%	59%

Responses to the question: In the last five years has the level of support learners with SEN/ALN/ASN you teach increased, stayed the same or decreased?

'The children with more complex needs take up more and more time so the children with unidentified needs or less complex needs have less time spent on them...' (SENCO, England)

'Support has decreased as the needs of the young people have increased. We have more complex needs and less support (three support assistants when we should have six). Most pupils do not have access to a support assistant during lessons due to this.' (Class teacher, Scotland)

'All too often the allocated ASNA [Additional Support Needs Assistant] hours are pulled from those children with identified ASN requirements in order to support behaviour needs. This leaves class teachers with children who have complex needs unsupported...in my 18 years of teaching, I have never seen it this bad.' (Class teacher, Scotland)

Many class teachers have not been given advice on making reasonable adjustments for learners who have a disability...

Just over two-thirds of class teachers in England (68%) report that they have been given advice on making reasonable adjustments for learners who have a disability. However, more than a quarter (26%) say they have not been given advice. In Wales, only 58% of class teachers report that they have been given advice, while 36% say they have not received advice. In Northern Ireland half of class teachers (50%) report that they have been given advice and well over a third (39%) say that they have not been given advice. In Scotland just 45% of teachers report that they have been given advice on making reasonable adjustments for learners who have a disability, and almost half (46%) say that they have not been given advice.

Responses to the question: Have you been given advice on making reasonable adjustments for learners who have a disability?

	YES	NO	DON'T KNOW
ENGLAND	68%	26%	6%
N IRELAND	50%	39%	11%
SCOTLAND	45%	46%	9%
WALES	58%	36%	6%

...and the vast majority of class teachers do not receive the support that they need to teach learners with SEN, ALN or ASN effectively...

ALWAYS	MOSTLY	SOMETIMES/RARELY	NEVER
3%	18%	72%	7%

Responses to the question: Do you receive the support you need to teach learners with SEN/ALN/ASN effectively?

'The ALN department have stripped down who they will see and what support they will get. Unless the pupil has severe learning difficulties – no support... Classroom teachers have to adapt and try their best but can't possibly provide a curriculum that supports all the needs of children within a special needs class. The number of pupils within the class has increased and become unmanageable.' (Class teacher, Wales)

'I am expected to identify and support learners with SEND, usually without the support of the SENCO (who has an overwhelming caseload), including using extensive screening tools, setting targets, organising meetings, writing and uploading support plans etc. I have to deliver support to SEND learners with no additional adult support, so if an EHCP pupil requires additional interventions over and above providing reasonable adjustments and scaffolding learning, I have to take time out of teaching to provide those interventions.' (Class teacher, England)

'I teach classes of 30 where there is at least 50% SEN, where there is no support.' (Class teacher, England)

'In my nursery class I have 26 children and one nursery assistant for support. Every year, the number of children with complex SEN that start nursery unknown to any external professionals increases... I spend the full school year writing referrals, seeking outside help and advice...I have had children non-verbal, aggressive, sensory adverse or sensory seeking, self-harming etc... no statement of special needs is in place... I write risk assessments, IEPs [Individual Education Plans], write observations and assessments all in my personal time.' (Class teacher, Northern Ireland)

Teachers who don't teach core subjects are less likely to get additional support...

'Teaching assistants are prioritised to go to Maths and English before languages.' (Class teacher, England)

'My concern is the lack...of TA support in practical lessons. I think SEN students would...benefit from being taught in smaller classes with TA support...in my experience of working with SEN students, they have thrived in smaller groups [with] TA support [which allows for] more time allocation with their teacher...' (Class teacher, England)

'Often practical subjects have no support as support is pushed into core subjects...' (Class teacher)

Supply teachers rarely receive the information they need...

'As a supply teacher, I rarely get the information I need to inform my teaching.'
(Supply teacher, Scotland)

'As a supply teacher, I usually have to use my 30 years' experience to work out the ALN students in my class and have to adapt each lesson day by day... In mainstream class there is rarely extra TA support and if there is, I am not told anything about the child...'
(Supply teacher, Wales)

Inclusion presents particular challenges for secondary school teachers...

'I teach (the whole of Year 7, plus classes in Years 8, 9, 10 and 11). There are a large number of SEN pupils...and they all have widely varying needs and suggested strategies. As a result, it is extremely difficult to remember the exact needs of every SEN pupil... Also, the needs of pupils in the same class can be conflicting at times and [this] makes lessons difficult to manage and pace...' (Secondary teacher, England)

'[With a class of 31 students] I cannot give students with severe learning difficulties the attention they need to succeed... as a secondary teacher I am not trained to teach KS1 and KS2. While I can adapt to some extent...some concepts cannot be simplified.'
(Secondary teacher, England)

'As a secondary teacher I teach over 200 pupils – there are a large number with RAPs [Reasonable Adjustment Plans] and PLPs [Personal Learning Plans]. I do my best to support pupils as stated on their plans but it is simply not possible to remember everything at all times in lessons or to plan for each lesson in this way.' (Secondary teacher, Northern Ireland)

Class teachers are spending more time adapting lessons...

Teachers were asked whether the amount of time they spent adapting lessons to meet the needs of learners with SEN, ALN or ASN has increased, remained the same or decreased. Eighty-four percent of class teachers report that they are spending more time adapting lessons to meet the need of learners who have SEN, ALN or ASN; 14% said they were spending the same amount of time adapting lessons, while just 2% reported that the amount of time they spent adapting lessons had decreased.

	INCREASED	STAYED THE SAME	DECREASED
ALL RESPONDENTS	84%	14%	2%
ENGLAND	83%	15%	2%
N IRELAND	88%	10%	2%
SCOTLAND	86%	12%	2%
WALES	84%	13%	4%

Responses to question: Has the amount of time you spend adapting lessons to meet the needs of learners who have SEN/ALN/ASN increased, stayed the same or decreased?

'I currently have two pupils, one Year 7 and one Year 8 with Down's syndrome in my ALN class. Both pupils are not able to access even a modified secondary curriculum. They are very much early years. The extra workload those two pupils generate is profound. I have no support of any value within the classroom or in terms of creating accessible work... I have one LSA [Learning Support Assistant] in the class with me who spends 80% of their time supporting these two pupils. It is incredibly challenging given the variety of ALN needs in both classes.' (Mainstream secondary teacher, Wales)

'...the amount of adaptation of the curriculum is unsustainable. As a teacher I find myself working longer hours to plan for the diversity in my class. More able learners do not always get the extended learning opportunities they need and deserve because I am managing complex needs and behaviours. We can't get classroom assistants, even when children have been allocated hours, because the pay is terrible and the contracts are [for] 10-15-20 hours.' (Class teacher, Northern Ireland)

'The complexity of SEND means that pupils cannot access the curriculum, even with adaptations [so] separate provision has to be made.' (Class teacher, England)

'There are just too many – with varying needs. Differentiation ends up being blanket and therefore probably not that fit for purpose. Time is a significant issue – there is not enough time to prepare lessons with the amount of differentiation needed.' (Class teacher, Scotland)

'Staff are expected to teach lessons that are differentiated for all. Having mixed age, [mixed] ability and ALN means that six lessons in one happen frequently. One teacher cannot teach all the pupils so I carousel lessons or leave the top group to "get on with it". Having taught in England and Wales, it is a problem in both... so much emotional support is required as pupils are not able to access the curriculum, so they express their frustration in behaviour.' (Class teacher, Wales)

'I make so many different scaffolds each lesson and am still being told it is not enough.' (Class teacher, England)

'... the number of children with DIFFERENT additional needs in my class is extremely difficult and time-consuming to plan for and teach. Also, there are children in my class who are not classed as ALN but have gaps in their learning, plus trying to challenge my average and higher ability pupils makes the task overwhelming.' (Class teacher, Wales)

AI is often promoted as a solution to teachers' workload, including for lesson planning and preparation...

Only a third of teachers (34%) said that they use AI to support lesson planning and preparation and only 7% report using such tools regularly. Two-thirds of respondents (66%) said that they do not use AI tools to help plan and prepare lessons.

YES	SOMETIMES	NO
7%	27%	66%

Responses to the question: Do you use AI tools to help plan and prepare your lessons?

Most of those using AI tools have adapted the tool for their own purposes (84%), suggesting that they were confident using AI. One in five (20%) said they used a bespoke AI tool that supports lesson planning and preparation.

AI TOOL I HAVE ADAPTED FOR MY OWN PURPOSES	84%
AI TOOL THAT SCHOOL/MAT/AUTHORITY HAS ADAPTED	8%
BESPOKE AI TOOL THAT SUPPORTS LESSON PLANNING AND PREPARATION	20%

Responses to question: Which AI tools do you use?

Note that respondents could select more than one option.

Teachers have mixed views as to whether AI tools help them to adapt lessons...

Of those who use AI tools to plan and prepare lessons, a third (33%) report that any adaptations provided by the tool are of limited use or the tool does not allow them to make adaptations. A third (31%) of teachers reported that the tool is useful as a starting point but that they still need to do a lot of work to adapt lessons.

YES, BECAUSE I USE A GenAI TOOL AND HAVE DEFINED HOW THE TOOL WILL SUPPORT ME	17%
YES – I USE A CURRICULUM PLANNING AND PREPARATION TOOL WHICH INCLUDES SUGGESTIONS FOR MAKING ADAPTATIONS AND THESE ARE HELPFUL	10%
I USE A CURRICULUM PLANNING AND PREPARATION TOOL WHICH IS USEFUL AS A STARTING POINT BUT I NEED TO DO A LOT OF WORK TO ADAPT LESSONS	31%
ANY ADAPTATIONS ARE OF LIMITED USE OR THE TOOL DOES NOT ALLOW ME TO MAKE ADAPTATIONS	33%
OTHER	9%

Responses to the question: Do the tools you use help you to adapt lessons for different learners including those with SEN/ALN/ASN?

Most of the 'other' comments stated that the teacher did not use AI for this purpose or that they were still learning how to use it. Some teachers explained that they used AI to help create resources, or to create model answers. One teacher cited using AI to help differentiate resources for poorer readers and to adapt resources for learners with English as an additional language (EAL).

The message is 'do more with less'...

'We have more and more complex ASN needs across all ages/stage cohorts and year groups...provision for ASN support is thin on the ground...We have [fewer] PSAs [pupil support assistants] and classroom supporters...the message is "do more with less".'
(Class teacher, Scotland)

'In the past, learning support was available for those who were less able...[now] total responsibility lies with the class teacher.' (Class teacher, England)

...and the burdens on class teachers are increasing and are unsustainable....

'Our school struggles to finance resources to allow teachers to provide an enriched curriculum to our SEND pupils. Staff use their own wages to buy lesson resources. Our school doesn't have enough funds... to hire supply staff to cover staff absences. Staff are taken from their own classes to cover other classes'
(Special school teacher, England)

'Classes are getting bigger. Percentage of SEN increasing – some very complex...almost no specific training to know how to adapt resources and [provide] support. All [of my] knowledge is self-taught – using [my] own research etc.' (Class teacher, Northern Ireland)

'Presumption of mainstream has created a... disaster in schools where staff are being expected to deal with more and more ASN planning on the back of cuts to support staff and dwindling ASN provision elsewhere... WTAs [work time assessments] don't always accommodate the additional time required to prepare for ASN pupils, as well as the time to read up on the various difficulties faced and adjustments required by pupils.' (Class teacher, Scotland, working in a mainstream school but who previously taught in ASN schools)

'More planning is needed [to respond to] the needs of individuals. Most lessons need to be adapted to provide education that is personalised for the individuals. I plan and adapt most lessons and provide more than two differentiation approaches for some of my classes. I devote more evenings and weekends to meet our expectations in school due to the increasing needs of our students...I feel I have less time for self-care and quality time with family on occasions... 150 mins a week does not cover the time I need to prepare, plan and mark the 27 lessons a week that I teach. But I love teaching.' (Class teacher, Wales)

NATION-SPECIFIC ISSUES

Issue: Learners that would previously have been identified as having SEN not being identified as having ALN (Wales only)

Recent reforms in Wales mean that every learner who has ALN is required to have an individual learning plan (IDP). We asked respondents if they had learners in their class who are not identified as having ALN but who would previously have been identified as having SEN.

We were concerned that the time and workload associated with preparing and maintaining IDPs could mean that fewer learners are formally identified as having ALN and that the needs of those learners would not be met.

YES	65%
NO	15%
UNSURE OR NOT APPLICABLE	20%

Responses to the question: Do you have learners in your classes who are NOT identified as having ALN but who would previously have been identified as having special educational needs?

Teachers provided examples of the challenges they face:

'The number of pupils in my class that do not have an IDP (do not have ALN) but who still require additional support has increased massively. There is no guaranteed provision for these pupils; however, they equally require support.' (Class teacher, Wales)

'Identifying what ALP actually is is challenging. There are differences between schools. We seem to be expected to give more IDPs this year than last year. I don't think it is consistent school to school, and the local authority seems very reluctant to write IDPs at all. The criteria need to be more specific.' (Class teacher, Wales)

Two-thirds of teachers (65%) report that they have learners in their class who would previously have been identified as having SEN but who are not identified as having ALN. The comments highlight that class teachers are being left to support these learners, increasing the pressure on those teachers. Significantly, there appear to be inconsistencies in the interpretation of ALN at both school and local authority levels which further increases the risk that learners will not have their needs met and that there will be even greater demands on class teachers.

Issue: Teachers being required to teach lessons that have been prepared for them (England only)

We have received a growing number of reports from teachers working in MATs of being required to teach a curriculum that has been prepared for them. We wanted to know about the prevalence of this practice.

YES	11%
SOME LESSONS ONLY	22%
NO, I AM EXPECTED TO PLAN AND PREPARE MY LESSONS	68%

Responses to the question: Does your school/MAT provide you with lessons that you are required to teach?

Where teachers were required to teach a curriculum that had been prepared for them, we wanted to know whether teachers were able to make adaptations for the learners in their classes or whether they were required to simply follow the plan.

YES & REQUIRED TO FOLLOW ADAPTATIONS	4%
YES BUT I AM ALLOWED TO MAKE FURTHER ADAPTATIONS	17%
NO. I AM EXPECTED TO ADAPT LESSONS FOR LEARNERS IN MY CLASS	74%
NO. I AM NOT PERMITTED TO MAKE ADAPTATIONS FOR LEARNERS IN MY CLASS	2%
UNSURE	3%

Responses to the question: If you are required to teach lessons that have been prepared, do the plans include adaptations for different learners including learners with SEND?

The responses indicate that most teachers are expected to plan and prepare their own lessons but that a significant proportion are required to teach lessons that have been prepared for them.

Of those teachers who are required to teach lessons that have been prepared for them, the overwhelming majority said that they are expected to adapt lessons to address the needs of learners in their classes. However, 4% of teachers said that they were required to follow adaptations that had been prepared for them and a further 2% said that they were required to follow lessons even though the lessons did not include adaptations. This raises significant concerns as to whether the needs of learners in those schools are being met. Crucially, it also raises concerns that the role of the teacher in those schools and Trusts is being de-professionalised.

Issue: Difficulties gaining access to individual education plans (IEPs) and learning support plans (LSPs) and teachers being required to write those plans (Scotland only)

In response to concerns that class teachers were not being given access to information about learners' needs set out in IEPs or LSPs, and that class teachers were expected to write plans for the learners in their classes, we asked teachers whether they had access to plans for the learners in their classes who had ASN, and who writes the plans for the learners they teach:

Do you have access to the IEPs and LSPs for the learners in your class who have ASN?

YES FOR ALL LEARNERS	59%
SOME LEARNERS WHO HAVE ASN	29%
NO, I DO NOT HAVE ACCESS	12%
NO LEARNERS WITH ASN IN MY CLASS	0%

Responses to the question: Do you have access to the individual education plans and learning support plans for the learners in your class who have additional support needs?

Almost a third of teachers (29%) said that they only have access to the IEPs and LSPs for some of the learners with ASN. Worryingly, 12% reported that they do not have access to those plans.

Respondents were asked: Who writes the IEPs and LSPs for the learners you teach? They were able to select more than one option:

PRINCIPAL TEACHER ASN/SFL/AUTISM	43%
LEARNING SUPPORT TEACHER	30%
CLASS TEACHER	30%
NOBODY AS DO NOT HAVE IEPs OR LSPs	8%
OTHER	20%

Response to the question: Who writes the IEPs and LSPs for the learners you teach?

While 43% of respondents said that the Principal Teacher ASN or SFL wrote the IEPs or LSPs for learners who have ASN, almost a third of respondents (30%) said that class teachers write the plans, and a further 30% said the learning support teacher writes them. A fifth of respondents (20%) said that others wrote the plans; most commonly, this was the Principal Teacher (Guidance), the Depute Head or the Headteacher.

The findings suggest that in many schools, considerable and unsustainable responsibilities are being placed on the class teacher. Also, it isn't clear if class teachers have received guidance and training on writing plans, which raises questions about variability in plans.