AI for Educators and Carers: SENAD

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Category	

Here are some ideas for how you can use AI to support SEND in your setting.

❤️ If you'd like to learn more about how Kompass Education can support your school or college with AI governance and safe innovation, head over to our website or email me: darren@kompass.education

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The AI models I recommend

This changes all the time as you can imagine! Here are those I recommend right now.

Base Models

ChatGPT - https://chatgpt.com/ - still probably the most useful and versatile model, with a decent free tier. If you're concerned by data protection, make sure you turn off the 'Improve the model for everyone' in Settings, to avoid your data being used.

Claude - https://claude.ai/ - great for writing - cleaner than ChatGPT. Best overall coder. Also includes 'Artifacts', which package the output into a shareable format such as HTML. Can be limited in use, especially in the free tier. Does not use your data.

Google Gemini - https://gemini.google.com/ - Google's AI model - now inside Workspace, which makes it very useful. Has 'Deep Research', which goes deep

into any topic. Will use your data unless you use Gemini inside Workspace.

Google AI Studio - https://aistudio.google.com/ multimodal model ('reads' text, audio, image, and video). My go-to for most uses. The Pro 2.5 model is the $25 a month Google Gemini Pro model, but free. Gives the most comprehensive output of all models but it does use your data to train the model and you can't turn this off.

Microsoft Copilot: https://copilot.microsoft.com - this is a reasonable way in to AI, but the responses can often be quite limited. However, if you use it inside your school account your data is safe.

"Wrapper" apps with educational use-cases

Gamma - https://gamma.app/signup?r=3ann3izxkjs69jf - AI-powered presentations (200 free AI credits with this link)

Quizizz – https://quizizz.com – online quizzes with AI

Natural Reader - https://www.naturalreaders.com/ - AI text to speech

Research Platforms

Perplexity - https://perplexity.ai/ - excellent research tool. Paid version enables you to create shareable 'pages'. Uses your data.

Google NotebookLM - https://notebooklm.google.com/ - train the AI on your documents. Does not use your data. Has an audio overview feature.

Image and music AI

As well as ChatGPT, which is now a pretty good text to image generator, check out the following:

Recraft - https://www.recraft.ai/invite/wVyGyFG9g6 - excellent new text-to-image generator with 50 free credits per day and desktop publishing capabilities. Sign up on desktop with this link to get an additional 200 credits. Then share your own referral link with colleagues and students so you gain additional credits.

Adobe Firefly - https://firefly.adobe.com/ - free text-to-image generator (you can also access this inside Magic School and Canva so it's pretty safe for students).

Ideogram - https://ideogram.ai/ - another text-to-image model - ok for teachers but not students owing to the library showing all user 'creations'. Good

for creating images with text.

Napkin - https://napkin.ai - this creates graphics from text

Suno - https://suno.com - text to music generator

Transcribers

TurboScribe - https://turboscribe.ai - works very well for multi voice meetings

Age limits for AI models

Here is a guide to which models can be used with which age group. By and large, it breaks down into 13+ and 18+. It's arbitrary as to why this is, as all models have the same underlying architecture and are no better or worse than others. Some of Google's models they class as 'experimental', but I think Anthropic (the makers of Claude) are just super cautious.

With any under 18, you must seek parental permission if they are to use AI models other than Magic School (and I'd suggest you allow parents to opt out if they wish).

Model	Age
ChatGPT	13+
Claude	18+
Google Gemini	13+
Google AI Studio	18+
Google NotebookLM	18+
Perplexity	13+
Grok	13+
Qwen	13+
Kimi	13+
DeepSeek	13+
Gamma	16+
Magic School	Any age (but seek parental permission)
Adobe Firefly	13+

Managing Data

When inputting anything into AI models, be aware of data control. Turn off data harvesting wherever possible: ChatGPT, Perplexity and Grok enable you to do this in settings. Here is a list of models that do and don't use your data by default.

Uses your data	Doesn't use your data
Google Gemini and Google AI Studio	Google Gemini inside Workspace
ChatGPT (can be turned off in settings)	Microsoft CoPilot in Office 365
Grok	ChatGPT Teams
Qwen	Claude
DeepSeek	Google NotebookLM
Kimi	Magic School
Perplexity (can be turned off in settings)	Quizizz
Microsoft CoPilot free version (limited use of data)	

How to prompt: the basics

The best way to structure a prompt is to keep it very simple. I use this four part structure most of the time when I begin a prompt chain:

- **role** - tell it what role you want it to take
- **task** - give it one thing to complete - be precise but only give it one thing to do.
- **instructions** - tell it the steps to complete that task
- **style** - tell it how to output

Here's an example:

👨‍💻 You are an expert in creating functional life skills resources for autistic learners using Applied Behaviour Analysis principles. Please create a teaching resource on MAKING A HOT DRINK SAFELY from the Independent Living Skills domain of our curriculum.

The resource should:

- Be suitable for Intermediate Learners (our cohort focused on pre-conversation skills and basic independence)
- Break the skill into clear, sequential steps using task analysis
- Include visual supports for learners who use AAC devices
- Consider sensory sensitivities common in autism
- Include built-in reinforcement opportunities following ABA principles
- Focus on safety and real-world application for adulthood preparation
- Use UK English and terminology

Create a complete lesson plan with visual task analysis that could be used in a 45-minute session, including learning objectives, step-by-step instructions, safety considerations, and differentiation strategies for learners with varying communication abilities.

Remember - only give one task in one prompt - you can break that down into steps, but you are only asking AI to output one thing.

PART 1: AI FOR EDUCATORS

1. Simple ways in to using AI

Here are four simple ways you can add immediate value to your resourcing without needing much technical knowhow.

Use Gamma to create presentations with AI

Gamma is simple to use but effective. Staff and pupils can gain a lot from it, as it will create presentations from scratch or with AI.

You can add text, documents or presentations, or you can start from scratch. This is a great way to create digital knowledge organisers, for example.

You can share a sign-up link with your class and get free AI credits for you and them. You can either create a presentation from scratch, or paste in a link or text to generate a presentation from the text.

Use my link above to sign up initially and get 200 additional AI credits. I get them as well (but don't need them as I have tens of thousands!)

Use Quizizz to create a synchronous or asynchronous quiz

Quizizz is a useful tool to create presentations and quizzes to share with pupils – either live or for homework.

You can use the AI features to either take an original resource and turn it into a quiz, or create the quiz with AI inside the resource.

You can then embed these quizzes into Gamma, to create websites with links to assessment materials. On the teacher dashboard view for the quiz, choose the three dots to the right of Worksheet, and then embed. In Gamma, choose Embed Apps from the right hand menu, then Webpage or App, and paste in the Quizizz embed code.

Use ChatGPT to create social story image sequences

The beauty of using ChatGPT in this way is how bespoke you can make the images. This prompt will generate the image prompts first, then you paste the prompts back in to generate the images.

👨‍💻 Write a sequence of 6–8 clear, step-by-step **text-to-image prompts** to teach a simple everyday routine (e.g. getting ready to go college) for students with **autism**.

Each prompt should:

- Focus on one concrete, observable action
- Use a calm, animated young adult character
- Describe minimal, clutter-free settings
- Avoid abstract concepts or busy visuals
- Begin with a clear goal image (e.g. "My Goal – get ready for College")
- End with a success image (e.g. "I Did It!")

For each step, use this format:

Image X: [Step Title]

Prompt: [Describe the character and action in detail, keeping visuals literal, supportive, and easy to understand.]

Ask the user what routine or action the images should show before generating the sequence. Ask which style of images the user requires (Proloquo2Go style for example).

You can then add these to a Canva flipbook creator to create a digital version. Heyzine works well: https://www.canva.com/your-apps?q=Flipbooks

Creating music for social stories or teaching concepts

Suno is a great tool. You can create pretty well any song in any style. Try something like “A song in the style of reggae to teach students about the importance of washing hands before eating” or “A song explaining the role of the witches in Macbeth in the style of gangsta rap.”

2. Curriculum planning

Use NotebookLM to Adapt Schemes of Work for SEND

This prompt will plan a scheme of work with a SEND focus.

I recommend NotebookLM for this - you'll see why once you start to use it. It won't use your data for model training, but be careful not to upload anything school sensitive or personally identifiable. For the below we do neither.

Upload the EEF document linked here, the DfE document, and the syllabus, and add the below prompt:

You are an AI assistant with expertise in creating schemes of work, lesson plans, and resources for SEN students. Your knowledge encompasses strategies for meeting a wide range of needs, including cognitive, sensory, physical disabilities, and emotional and behavioural challenges.

Carefully analyse the attached documents on special educational needs support for children and young people. Focus on extracting the most practical and actionable insights that would be directly beneficial for teachers working with FE students with special educational needs with a focus on special schools and colleges.

Organise your analysis in a clear, concise manner that prioritises actionable takeaways for teachers. Focus on extracting insights that can be readily applied in the classroom to improve outcomes for SEN students in an FE setting. Ensure your analysis covers a range of SEN types and scenarios teachers may encounter. Use UK English.

Create a curriculum map using the EEF guidance

From here, you can then generate the scheme of work. Just ensure the syllabus is uploaded first.

👨‍💻 Now, closely following the findings of the SEN Reports, please read the [English Functional Skills Levels 1 and 2] syllabus and outline a two year curriculum map based on the following structure:

- Break down the syllabus content into specific units, modules or topics to be covered over the two-year period. Aim for an appropriate amount of content to be covered each term, based on the end of term being the end of June. Term 6 will be revision and examination.
- Sequence the units/modules/topics in a logical order that enables students to build knowledge and skills over time.
- Specify the learning objectives and key skills to be developed within each unit/module/topic. Refer closely to the syllabus document when defining these.
- Recommend formative and summative assessments at regular intervals throughout the two years to track student progress and understanding.
- Allocate 5 teaching hours per week for each unit/module/topic. Ensure the time allocations allow the syllabus to be covered comprehensively within the two-year time frame.

Use clear formatting with headings, subheadings, and bullet points to organise the information in an easy to follow structure. Use UK English throughout.

Create a Scheme of Work from one unit based on the curriculum map

In NotebookLM, you can convert the above generated map into a note, then the note into a source. This then becomes part of the Notebook's knowledge base. You can then specify which unit you want the Notebook to generate into a scheme of work:

👨‍💻 Please now generate a detailed [10-week] Scheme of Work for [unit 1.1 of the English Functional Skills Level 1] course. The scheme must meet the following criteria:

- Create a comprehensive unit plan breaking down content into weekly segments, with 3 teaching hours allocated per week.
- Structure the content logically to build knowledge and skills progressively.
- Define specific learning objectives, success criteria, and key vocabulary for the unit.
- Include differentiation strategies and EAL support throughout the weekly plans.
- Include practical strategies throughout to support SEN students based on the analysed reports.
- Design integrated formative and summative assessments to track student progress. Include clear success criteria and assessment methods.
- Specify required practical and digital resources for each week's activities.

Provide the scheme of work with clear formatting using headings, subheadings, and bullet points in an easy-to-follow structure. Use UK English throughout.

An example might be: “Year 10 functional skills: Calculate the median and mode of a set of quantities.”

Create a single lesson plan for the first lesson

Once we have our scheme of work we can begin to plan individual lessons. As before, if we use NotebookLM, we can convert the above scheme of work into a note, then a resource into the knowledge base. This means the Notebook has both our curriculum map and our scheme of work in its knowledge base, which helps give it more context.

👨‍💻 Create a detailed lesson plan for lesson one of the English Functional Skills scheme of work. Include:

- Clear learning objectives
- A step-by-step breakdown of activities with timeframes
- Key questions to promote critical thinking
- Suggestions for differentiation and inclusion based on the EEF guidance.
- Resources needed
- Assessment strategies

Ensure the plan is engaging, varied, and aligns with best teaching practice.

Ensure you refer closely to the guidance from the analysed SEN reports. Use UK English.

3. Ideas for Resourcing

Change the reading age of a resource using Claude / ChatGPT

A few AIs are good at creating learning materials precisely tailored to student needs. Say you have a teenager with a reading age of an 8-year-old – they won't be interested in reading material suitable for an 8-year-old. Use a prompt like this to generate topics of relevance at the optimal reading age. I find Claude one of the strongest for this activity, and you can change the style to 'explanatory'. Gemini tends to patronise.

👨‍💻 Create a concise and easy to read study guide on the attached topic [cell structure and organisation] for a 18-year-old with a reading level equivalent to an 8-year-old. Please follow these instructions:

1. Ensure the content and tone is suitable for a 18-year-old. Only the reading level and vocabulary should be aimed at a reading age of 8.
2. Use UK Spelling and a more formal informational style.
3. Do not use slang or a chatty style. Do not talk down to the student or write in a way that patronises them.
4. Ensure you explain any technical terms so the student can fully grasp them.

The purpose of the revision guide is to give the student all the relevant information in a way that they understand. Only the language should be simplified to suit the reading age of 8: ensure the guide will ensure the 18-year-old reader understands the concepts. Use UK English.

Creating Resources from Video

You can use an AI transcriber to take video or audio content, turn it into text, and do lots with it. The easiest free tool to use is Google AI Studio. Just copy the link into AI Studio and ask it to transcribe. Then, ask it to create plans and resources.

https://www.youtube.com/watch?v=IX8ofg-WmvU

👨‍💻 Please transcribe this video, including timestamps.

👨‍💻 Now, suggest a lesson plan which includes the below video transcript. Ensure the lesson introduces the topic in a way that will support UK FE students with SEND who have a reading age of 10. Suggest additional resources, lesson content and assessment materials that are SEND-friendly and bring the subject alive.

👨‍💻 Now, create ten multiple choice questions to test understanding of the contents of transcript. Include the answers at the end. Ensure the language focuses on level 3 concepts without using too much complex level 2 language. The resource should be suitable for UK FE College students with a reading age of 10. UK English.

You can then use these as paper versions, or try something like the below.

Use Claude for digital interactive flashcards on any topic

Claude is great at this - you can create cards that can then be presented as a digital ‘artifact’ and shared with students once published. It’s the easiest way to get digital resources to students. I mention UK curricula here, but this can be adjusted for any curricula. You can upload syllabus documents or other resources to the AI to support accurate flashcard generation.

👨‍💻 You are an expert in the creation of digital revision flashcards for SEND students. First, ask the user to specify:

- the subject (e.g., English, maths, science, social studies),
- the age group (e.g. year 6, year 10 GCSE)
- and specific topic (e.g., battles, quadratic equations, cell biology).

PAUSE to allow them to respond. Next, research the key concepts, assessment objectives, and relevant content for the specified topic based on the chosen exam board's syllabus. Finally, generate React code for interactive, flippable digital flashcards that dynamically display questions and answers related to the researched content. Include features such as navigation between cards, a shuffle option for randomised revision, simple icons, and clean, attractive, dyslexic-friendly styling for usability. Use a dyslexic friendly font like Open Dyslexic. Present this code as an artifact.

Self marking multiple choice quizzes

Once you have your paper version of a quiz (like we did with the video above), you can turn it into a self-marking version using Claude artifacts. This won't save the results - it's just a quick way to test knowledge. Add the quesitons plus this prompt:

Generate an interactive, self-marking multiple choice quiz based on the quiz questions I have added. Ensure the following:

- 4 answers per question (3 plausible distractors)
- Immediate feedback on selection
- Running score and progress tracking
- Results summary with total score
- Retake option
- Responsive, accessible design suitable for students with dyslexia.
- Once the quiz has been completed, a "Download Results" button should appear which exports the completed quiz to static HTML

The code should handle all quiz logic including answer tracking, scoring, navigation, and download functionality. Present as an artifact using UK English.

4. Tools for analysis

Using NotebookLM to generate a digital twin of a student for deep analysis

If you add a large amount of detail on a student into a NotebookLM notebook, it will become an expert on this student. You can use this expertise in many different ways. **If you don’t have a college Workspace account, ensure data is anonymised - remove surname or change the name to initials. A college Microsoft Copilot is a good tool for anonymising as you can upload college sensitive data to it as it’s encrypted.**

Here are a few short prompts that you can use once you have all the information in one place.

👨‍💻 Using Sarah's data (assessments, reports, observations), synthesise a detailed, specific baseline of her current functional needs and required support levels across sensory, motor, cognitive, communication, social-emotional, and independence domains.

👨‍💻 Analyse Sarah's data to detail how her identified needs manifest and impact participation, learning, and regulation differently across her key environments (e.g., specific classrooms, SEND room, home, transitions, unstructured times), noting environmental triggers and supports.

👨‍💻 Evaluate the documented effectiveness of previously implemented strategies and interventions for Sarah, using evidence from her data (e.g., progress notes, feedback, goal attainment), identifying which were successful, partially successful, or ineffective, and why.

👨‍💻 From Sarah's data, identify and summarise her current strengths, specific skills developed, documented areas of progress, key interests, and motivators to inform a strengths-based planning approach.

👨‍💻 Based on the baseline needs, environmental impact analysis, strategy review, and strengths assessment derived from Sarah's data, identify and prioritise 3-5 specific, refined areas for continued therapeutic focus.

👨‍💻 Extract and summarise key information from Sarah's data – specifically regarding her support needs, successful regulation strategies, strengths, environmental adjustments, and areas requiring development – that is critical for informing her next transition planning (specify transition context if known, e.g., Key Stage change, new provision).

You can also enable the podcast feature (Audio Overview) and have a real time discussion with the AI ‘presenters’ about the student.

PART 2: AI For Carers