Visual communication exit cards

Traffic-light cards for the desk to support non-verbal communication and emotional regulation. Cut along the dashed lines.

GO

I AM PROCESSING

I understand the current task and am working through it independently.

PAUSE

I NEED ADAPTIVE TEACHING

I want to do the work, but I need the instructions broken down or modelled.

STOP

I AM EXPERIENCING OVERWHELM

I need to use my designated sensory break space immediately. No questions asked.

EBSA morning check-in

A quick arrival sheet for pastoral leads, ELSAs and SENDCOs to use at the start of the day.

Date ..... **Pupil reference code** ..... **Staff initials** .....

1. ENERGY AND EMOTIONAL BATTERY LEVEL (CIRCLE ONE)

0% Empty **25%** **50% Steady** **75%** **100% Full**

2. WHAT MIGHT BE MAKING TODAY HARD? (TICK ALL THAT APPLY)

- ☐ Noise or sensory overload
- ☐ Unstructured social time (break or lunch)
- ☐ Worry about a specific lesson
- ☐ Friendship or peer difficulties
- ☐ Something else:

3. AGREED PLAN FOR THIS MORNING

- ☐ 10 minutes of quiet reading in the library base
- ☐ Workstation set up with noise-cancelling headphones
- ☐ Check-in with a named trusted adult
- ☐ Other:

☐ Pupil agreed the plan **Staff signature** .....

ADHD task anchor and memory strip

Grounds pupils who are easily distracted: current target, a parking lot for ideas, and a reward check.

MY CURRENT TARGET

I am working on: .....

MY PARKING LOT

Ideas I want to say out loud later:

- .....
- .....

MY REWARD CHECK

☐ Is this task done? YES! Time to check in.

Dyslexia and dyspraxia 3-step task strip

Turns text-heavy instructions into three clear steps that sit on the desk.

☐ **Step 1**
Highlight the keywords

☐ **Step 2**
Say the answer out loud

☐ **Step 3**
Write one sentence

Auditory overload tracking form

Log sensory spikes across settings to adjust ear defender use and plan support.

Date ..... **Pupil reference code** ..... **Logged by (initials)** .....

Contexts: lunch hall, transitions, PE, assembly, classroom, other. Intensity: 1 (mild) to 5 (severe).

Date / time	Context	Intensity 1–5	Ear defenders worn?	What helped

Visual tracking and contrast scan card

Check font size, line spacing and background tint before reading materials are issued.

Date ..... **Pupil reference code** ..... **Checked by (initials)** .....

FONT SIZE (TICK THE MOST COMFORTABLE)

☐ Aa 12pt ☐ Aa 14pt ☐ Aa 16pt ☐ Aa 18pt ☐ Aa 24pt

LINE SPACING

☐ Reading line spacing 1. The quick brown fox jumps over the lazy dog.

☐ Reading line spacing 1.5. The quick brown fox jumps over the lazy dog.

☐ Reading line spacing 2. The quick brown fox jumps over the lazy dog.

BACKGROUND TINT

☐ White ☐ Cream ☐ Pale blue ☐ Pale yellow

Post-seizure observation sheet

A recording sheet for staff folders covering timings, recovery stages and sign-off.

Follow the pupil's Individual Healthcare Plan and your school's medical emergency procedures first. This sheet is for recording only and does not replace them.

Date ..... **Pupil reference code** ..... **Logged by (initials)** .....

1. TIMINGS

Start time ..... **End time** ..... **Total duration (mins)** .....

2. RECOVERY OBSERVATIONS (TICK AT EACH INTERVAL)

Interval	Drowsy	Confused	Speech delay	Unresponsive	Alert	Oriented	Walking	Head pain

3. SIGN-OFF

☐ Pupil back to their usual baseline. Ready to resume supervised learning.

☐ Medical help called. Parent or carer collection logged.

Staff signature ..... **Time form closed** .....

Fine-motor desk set-up audit

A 5-point check of workspace set-up for pupils with physical or coordination needs.

Date ..... **Pupil reference code** ..... **Checked by (initials)** .....

Check	In place?	Notes / action
Seating and posture: feet supported, chair and desk at the right height	☐ Yes ☐ No	
Angle board in place where needed	☐ Yes ☐ No	
Adapted grip or pen within easy reach	☐ Yes ☐ No	
Page stabilised (non-slip mat or clipboard)	☐ Yes ☐ No	
Workspace layout: materials within reach, clear space to work	☐ Yes ☐ No	