

Who The Resources Are For

These resources mainly support pupils who may have social and communication needs, particularly those with autism, but also those with ADD, ADHD, BESD, SLCN and/or mild or moderate learning disabilities. Although this content has mainly been designed for pupils with social and communication issues, other pupils without special educational needs might benefit from them.

These pupils might need support in some or all of the following ways:

- These pupils might need some assistance to understand what is meant from the verbal or non verbal information people give.
For example, they might not understand the content of a Science lesson that relied a lot on spoken language rather than visual information. Alternatively, they might not understand that a peer was frustrated or impatient with them from their speech, expression or tone of voice which could lead to difficulties in their friendships.
- These pupils might need help to let people know what they feel or need.
For example, in the classroom, a child might find it difficult to ask for help, respond to questions appropriately, or to greet their teacher or classmates.
- These pupils may need support to understand other people's feelings and emotions, or to manage their own.
For example, a child might need help to find strategies they can use to initiate play with other children and when play breaks down.
- Many pupils, particularly those with autism, can have social imagination difficulties and need help to predict other people's intentions or actions and imagine situations outside their own routine and experience.
For example, some pupils can find dealing with changes within their school day very stressful, particularly unexpected changes such as timetable or staff changes. They might find it hard to predict if and when a peer is trying to be friendly or trying to tease them.
- These pupils might also need support to understand that routines and expectations can change unexpectedly.
For example, a pupil might be used to their parent dropping them off at school at 8.40am and going to the school playground. They might need support to learn and accept that when the situation differs such as when the traffic is busy and they are late, they need to go straight to their classroom and not have 10 minutes of play outside. They might need to learn that when they are early, they might need to wait in the car for a while.
- Many children with these needs also experience unusual responses to their sensory world. They might over or under react to sensory stimuli, especially sound and touch, as well as taste, vision, smell and pain. This can also affect their behaviour in many social situations.
For example, a child might struggle to eat or communicate when in a busy, loud dinner hall with strong food odours.

The resources available on this website incorporate some of the strategies that have been designed to support people with social and communication needs. They give pupils the opportunity to explore situations and contexts they struggle with and to try to understand them more fully. The materials also encourage pupils to explore different ways to deal with changing situations, how they might act, or what they could say. The resources have been designed and used with pupils in primary education, but can be adapted or created for students of any age. Most of the materials have been created for pupils who can understand simple, or sometimes more complex, written or spoken sentences supported by photos, although they can all be adapted to meet the needs of pupils working at different levels. Some simpler visual resources have been designed for younger pupils or those with more complex needs and these are also available in each section.