

Give prior **warning** of changes to plans

Use lots of **repetition**

Allocate one **key adult** to the pupil for at least 2-3 years

Set up a **Safe Space** in school

Use **checklists** to support organisation

Use the word '**Let's**' lots and actively join in and get alongside

Give **notice** re: emotive topics - identity/family

Work together as a tight **team** together with parents/carers

Use 1:1 **role play** to practice scenarios

Use **parts** language

Remember **behaviour is communication**

Don't interrogate. Use **commentaries**

Provide **multi sensory tools** and co-modelling to teach pupil how to become calm

Set tasks and expectations in relation to the **emotional and social age** of pupil

## ***What About Me?***

Honour **relationships**

Allow regular **check ins**

**Be explicit** in all expectations. Check back understanding.

Provide compensatory **empathy**

Provide **reparative opportunities** close to incidents

**Wonder aloud** and make connections

Use **co-modelling** to teach

Create **social stories** together

Facilitate **translation and interpretation**

Facilitate an **integrative approach**

Use **active listening** techniques

Never underestimate the level of **pain**

Set up **sensory breaks** for those that fidget and have lots of energy

Use **memory cards** for times when pupil has to be interrupted mid-task or has to wait

Keep **transitions to a minimum**

Use **transitional objects** to support pupil being 'kept in mind' despite separation