10 Make a personal support card

Aim

Build a short pupil-chosen support plan.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Model a fictional card: "When noise is too much: signal pause; quiet table; check with Ms Ali."

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Relevant signal.
2. Accessible, relevant support.
3. Specific known adult/role.
4. Usable signal or phrase.
5. Check safety, adjust environment and provide more help.

If pupils struggle

Adult scribes with pupil permission; no personal disclosure required.

Next challenge

Include a second option when the first is unavailable.

Classroom link

Teacher checks that the card can be used discreetly.

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Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. Choose a possible early signal for a fictional character.

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2. Choose a matching support.

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3. Name a trusted adult role.

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4. Show a way to request help.

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5. What should adults do if the support is not enough?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____