



Checklist for vulnerable pupils at school working with different staff

The following key points should be considered so that pupils feel safe and secure within a school session that may look very different at this time.

1. Use a social story (if applicable) to prepare key pupils for ongoing/indefinite change. See examples on website
2. Are they hungry or thirsty? Consider addressing their basic needs on arrival.
3. Is the environment too noisy or busy? Have they arrived at school anxious, distressed or over stimulated?
Consider starting the session with a calming/nurturing or sensory activity.
4. Do they need an immediate familiar routine to help them settle?
For example, a TEACCH type task or something familiar that is structured, ordered and predictable for them.
5. Do they know you? Have you introduced yourself? What do you know about their interests?
6. What is the plan for today? Refer to visual schedules and timetables so that there is still some form of predictable routine or structure to the session.
Include on the timetable snack time/lunch/free time/directed activities etc.
7. Try to give limited options if necessary and offer a place to calm if they become overwhelmed
8. Refer to their Pupil Passport so that all staff are aware of key pupil's interests and triggers in order to reduce challenging behaviour.
9. Use consistent script and strategies so that the pupil feels secure within clear boundaries.
10. Remember if the pupil becomes anxious and upset reduce verbal language, refer to visual cues and remain calm.