The Arts and...

Social communication



I might struggle to:
- Think imaginatively
- Collaborate with others
- Understand vocabulary
- Manage when routines change, including having visitors.
- Interpret instructions verbally.
- Evaluate my ideas.

Help me by:
- Using visuals and modelling
- Giving clear, simple language and key words in advance
- Providing structured ways to work with others
- Preparing me for changes in routine
- Supporting my sensory needs

Cognition and Learning



I might struggle to:
- Plan what I'm going to do.
- Remember techniques or instructions.
- Follow multi-step processes
- Assemble models
- Remember rhythms, lyrics, or sequences of notes.

Help me by:
- Breaking tasks into small, clear steps.
- Modelling and repeating techniques and instructions.
- Providing templates, scaffolds and starting points
- Giving me extra processing time
- Use aids and repetition

Social, emotional and mental health



I might struggle to:
- Try new things and make mistakes
- Manage emotions
- Work in a team and manage impulses
- Be safe with tools
- Perform

Help me by:
- Creating a safe, encouraging environment
- Teaching and modelling ways to manage my emotions
- Giving clear rules, routines and roles for group work
- Putting safety supports in place
- Offering flexible ways to perform or share my work

Sensory and Physical



I might struggle to:
- See colours
- Manage tools
- Process new smells and textures
- Differentiate in music
- Manage noise

Help me by:
- Adapting visual materials
- Providing adapted or supportive tools
- Introducing new smells and textures gradually
- Using clear, multi-sensory cues in music
- Supporting my sensory needs around noise

What does this look like?

Social communication

- Use pictures, demonstrations and gesture to explain ideas, vocabulary, rhythm and pitch
- Teach me to use paired work with clear roles and turn-taking cues so collaboration feels safe and predictable.
- Use visual timetables, countdowns and warnings before transitions or new activities.
- Provide quiet spaces, headphones, breaks, gloves and tools so I can manage sensory needs

Cognition and Learning

- Use checklist and visual prompts so I can plan and know what to do next
- Give me written or pictorial reminders so I don't have to rely only on memory.
- Provide storyboards, outlines, tracing, partially completed models to help me transfer my ideas and practice skills
- Offer hands-on support when assembling models, practicing skills or following multi-step processes.
- Include clapping patterns, counting aloud, visual beat cues and extra practice so I can remember sequences and keep in time.

Social, emotional and mental health

- Praise effort and help me see challenges as a part of learning.
- Utilise my calm-down strategies, check-ins, emotion cards, movement breaks
- Use risk assessments, clear boundaries and adapted tools so I can explore materials and equipment confidently and safely.
- Provide small groups, recorded performances, choice to observe first and positive feedback so I can build confidence at my own pace.

Sensory and Physical

- Provide high-contrast colours, clear outlines, larger print and natural lighting
- Provide equipment such as thicker handles, non-slip mats, pre-cut materials and hand-over-hand support so I can manage equipment safely.
- Give frequent, gradual exposure to textures and smells
- Use visual beat cards, colours and moevment to help me differentiate sounds, pitch and rhythm.
- Provide headphones, quiet areas, controlled volume, breaks and advance warnings so I can stay calm, focused and engaged.