

# Return to School Advice

## ASD Primary Pupils

---

PRESENTED BY: ANGELA GALLAGHER  
WOLVERHAMPTON OUTREACH SERVICE

CITY OF  
WOLVERHAMPTON  
COUNCIL

**OUTREACH SERVICE**  
SUPPORTING SCHOOLS. ENABLING INCLUSION.



Challenges  
which pupils  
may  
experience  
when returning  
to school  
include :

- Confusion
- Uncertainty
- Emotional
- Frustrated
- Sensory Overload
- Sensory Shutdown

Strategies  
to use to  
support  
these  
different  
challenges  
include :

- Use of Visuals
- Organisation and Structure
- Communication Support
- Sensory Regulation
- Emotional Regulation

# Visuals

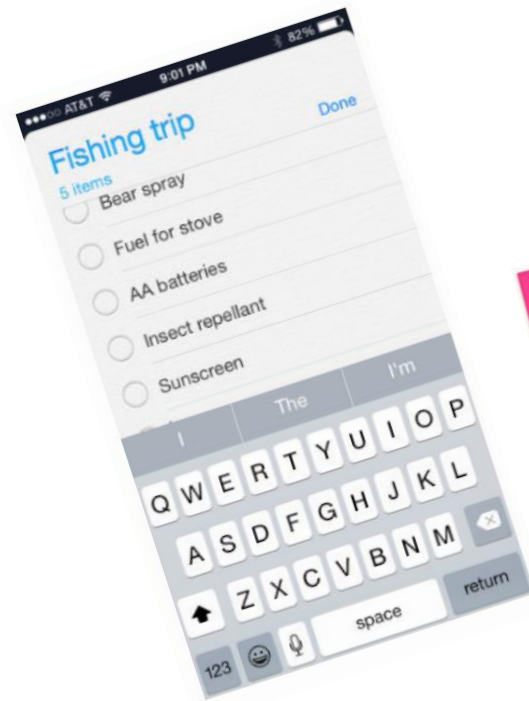
- Visuals are concrete
- Are more easily processed
- Offer reassurance
- Reduce anxieties
- Offers an alternative way to communicate
- Offers structure and boundaries
- Consistent
- Visuals can be presented in any form. (Photos, Text, Symbols, Drawings, Objects, Timers)



Large Potatoes	<input type="checkbox"/>	Deoderant	<input type="checkbox"/>	Dishwasher Tablets	<input type="checkbox"/>
Small Potatoes	<input type="checkbox"/>	Toothpaste	<input type="checkbox"/>	Dishwasher Salt	<input type="checkbox"/>
Peas	<input type="checkbox"/>	Sandwich - Ham	<input type="checkbox"/>	Rinse Aid	<input type="checkbox"/>
Carrots	<input type="checkbox"/>	Sandwich - Beef	<input type="checkbox"/>	Washing Up Liquid	<input type="checkbox"/>
Salad	<input type="checkbox"/>	Sandwich - Chicken	<input type="checkbox"/>	Cat Food	<input type="checkbox"/>
Pasta	<input type="checkbox"/>	Snacks	<input type="checkbox"/>	Cat Litter	<input type="checkbox"/>
Pasta Sauce	<input type="checkbox"/>	Supper	<input type="checkbox"/>	Spot On	<input type="checkbox"/>
Baked Beans	<input type="checkbox"/>	Pizza	<input type="checkbox"/>	Cheese	<input type="checkbox"/>
Soup	<input type="checkbox"/>	Pork Chops	<input type="checkbox"/>	Sandwich Spread	<input type="checkbox"/>
Tinned Peas	<input type="checkbox"/>	Chicken Fillets	<input type="checkbox"/>	Milk	<input type="checkbox"/>
Tinned Potatoes	<input type="checkbox"/>	Joint	<input type="checkbox"/>	Chips	<input type="checkbox"/>
Olive Oil	<input type="checkbox"/>	Beef Steak	<input type="checkbox"/>	Frozen Mixed Veg	<input type="checkbox"/>
Gravy Granules	<input type="checkbox"/>	Mince	<input type="checkbox"/>	Burgers	<input type="checkbox"/>
Sweetners	<input type="checkbox"/>	Bacon	<input type="checkbox"/>	Mayonnaise	<input type="checkbox"/>
Tea	<input type="checkbox"/>	Sausages	<input type="checkbox"/>	Vinegar	<input type="checkbox"/>
Coffee	<input type="checkbox"/>	Black Bags	<input type="checkbox"/>	Chips	<input type="checkbox"/>
Eggs	<input type="checkbox"/>	White Bags	<input type="checkbox"/>	Orange Squash	<input type="checkbox"/>
Bread	<input type="checkbox"/>	Sandwich Bags	<input type="checkbox"/>	Cola	<input type="checkbox"/>
Rolls	<input type="checkbox"/>	Bleach	<input type="checkbox"/>	Orange Juice	<input type="checkbox"/>
Shampoo	<input type="checkbox"/>	Fairy Power Spray	<input type="checkbox"/>	Beer	<input type="checkbox"/>
Hair Laquer	<input type="checkbox"/>	Daz	<input type="checkbox"/>	Wine	<input type="checkbox"/>

# Organisation and Structure

- Predictability
- No Surprises
- Reduces anxieties
- Reliability
- Make plans
- Use of motivators
- Use consistency



# Communication Support

---

- Ensure that any communication aids being used prior to lockdown or at home are in place ready for their return to school
- Use of visuals
- Processing time
- Use limited language
- Always use name first when addressing pupils
- Expect some regression initially
- Time to reflect on/share lockdown experience



# My lockdown experience

What I liked



Any significant events



What was difficult?



How did I learn best?



What am I worried about, going back to school?



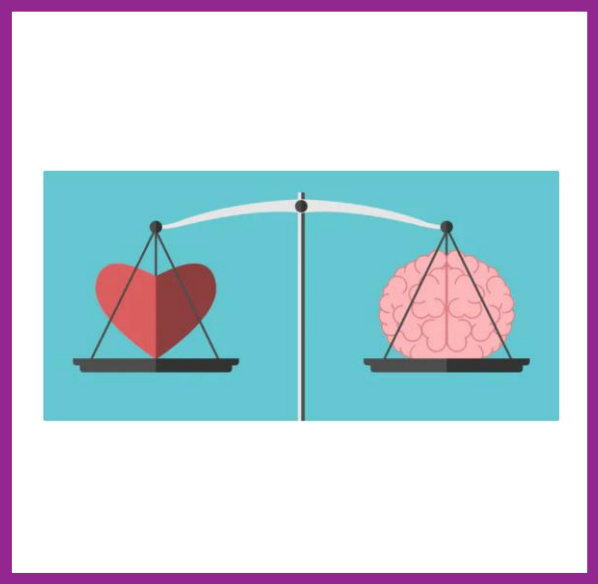






# Emotional Regulation

- Calm and relaxed environment
- Allow time to talk
- Make yourself available if the pupils want to talk
- Reduce demands
- Be consistent
- Use of Social Stories
- Use of emotion regulation cards
- Establish structured routines
- Regular access to motivators
- Be patient



What zone am I in?

REST AREA GO SLOW STOP

sad	tired	calm	ready to learn	lots of energy	frustrated	mad	angry
sick	bored	happy	okay	hyper	upset	yelling	hitting

Use tools to get in the green zone.

drink water	count to 10	take deep breaths	stretch and relax	do not push your limits	use fidgets	draw	write	ask to sit next to an adult
ask to have a drink	ask to have a walk	ask to have a hug	use sensory	use headphones	use a stress ball	ask to sit in a quiet area	ask to sit in a quiet area	ask to sit in a quiet area

# Social Distancing Rules and Expectations

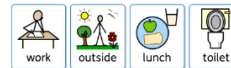
- Social Stories
- Clearly defined areas - Be Explicit
- Visuals - Widget symbols on Outreach website 'Return to School advice' downloads

## What is a School 'Bubble'?

When we go back to school my teacher said I will be in a Bubble.



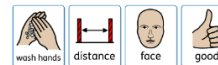
This is strange - but it doesn't mean a real bubble. At school we are going to stay in the same small group of people all through the school day.



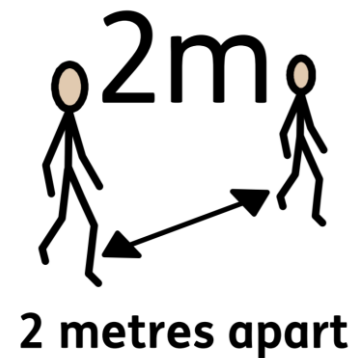
We are going to stay together to work, play and eat our snacks and lunch. We will use the same toilets and sink as the people in our group.



They have called it a 'Bubble' because we are being protected by not doing things with other groups. (Like being inside a Bubble - even though we are not in a real bubble!)



It is good to remember that washing our hands, staying apart from other 'bubbles' of children and not touching our face are good ways to keep us all safe.





# Questions and Answers.

# Thank you for your time

---

Please stay in touch

[angela.gallagher@tettenhallwoodschoool.org.uk](mailto:angela.gallagher@tettenhallwoodschoool.org.uk)

TWS office: 01902 556519 / TWS Outreach Office - 01902 555797

Outreach Mobile - 07572 386523

[www.wolverhampton.gov.uk/outreach](http://www.wolverhampton.gov.uk/outreach)