Primary and Nursery School Visual Timetable

Many autistic learners find it difficult to understand and process verbal language; especially when in a busy information rich environment such as school. Visual aids can enable learners to better process instructions and support with daily transitions. A visual timetable provides a schedule that sets out the routine and expectations of the day.

A visual timetable can help with:

- Developing memory and recall skills.
- Organisation and independence skills.
- Developing working memory skills.
- Executive functions (planning, predicting, monitoring, and timing).
- Support to prepare for unexpected events or when changes are happening.
- Reducing anxiety.

The following is best practice when introducing or reviewing the use of a visual timetable in your school.



Non-negotiables

- Agree a background colour for use in <u>every</u> classroom e.g., yellow.
- Activities/ lessons on the timetable are the things children don't get a choice about. For example, after playtime we have guided reading.
- Visual timetables are in the same place in every classroom to enable children to always know where the visual timetable is, whichever room they are working in.
- Decide whether the visual timetable is to be displayed vertically or horizontally.
- Keep the visuals simple e.g., a black and white symbol.
- Keep the symbols the same across the school. So, when a child has learnt a symbol in reception it remains the same throughout their time at the school.
- Symbols are laminated using matt laminating pouches to reduce reflection of light to support children with visual impairments and visual sensory sensitivity.

Visual timetable instructions for use:

- Ensure your visual timetable is ready before the start of the day.
- Each time something is complete, remove the picture from the visual timetable and provide a verbal message to the class to signal that lesson or part of the day has finished.
- Put the next day's visual timetable up when the children have gone home.