My communication profile

Complete with the pupil. Store securely; this is not a public classroom display.

My preferred name / how I want adults to address me

How I communicate best (speech, AAC, signs, writing, objects, etc.)

How I say YES / NO / WAIT / STOP (only if reliable)

What helps adults understand me

What adults should avoid

PERSONAL RECORD: Share only with authorised staff who need it. Check with the pupil and existing AAC/SLT plan.

Core messages

Use the pupil’s chosen access method. These are not tests or commands.

YES	NO	NOT SURE
WAIT	MORE	STOP
HELP	SOMETHING ELSE	AGAIN
FINISHED	CHANGE	PLEASE LISTEN

Everyday needs

Make the child’s agreed healthcare, toileting and communication support available.

DRINK	FOOD	TOILET	REST
BREAK	SPACE	QUIET	MOVE
TOO HOT	TOO COLD	PAIN	FEEL SICK
MY DEVICE	SOMEONE	NOT SURE	SOMETHING ELSE

My Wave, my choice

No child has to choose a feeling. Ask what support would help.

I FEEL OK	I AM UNSURE	TOO MUCH
I FEEL CALM	I NEED QUIET	I NEED SPACE
I NEED HELP	I NEED TIME	NOT NOW
DIFFERENT WAY	I CAN CONTINUE	SOMETHING ELSE

Never use selections to publicly rank emotions, score behaviour or require an explanation.

Body and comfort

A communication prompt, not a medical assessment.

HEAD	EARS	THROAT
TUMMY	ARM / HAND	LEG / FOOT
BACK	DIZZY	SICK
HURTS	I NEED FIRST AID	SOMETHING ELSE

Follow school first-aid, health and safeguarding procedures. Do not diagnose or lead a child’s account.

My boundaries

Support ordinary choices, personal boundaries and consent; explain unavoidable safety limits.

NO	STOP	NOT NOW
PLEASE ASK FIRST	MORE SPACE	NO TOUCH
I CHANGED MY MIND	I WANT TO LEAVE	I WANT A DIFFERENT ADULT
PLEASE EXPLAIN	I NEED TIME	SOMETHING ELSE

Getting safe help

For safe help-seeking. Do not use to elicit, script or investigate disclosures.

I NEED HELP	I DO NOT FEEL SAFE	I NEED PRIVATE HELP
I WANT TO TELL SOMEONE	NOT THIS PERSON	PLEASE LISTEN
I CAN WRITE IT	WAIT	I AM NOT READY
SOMETHING ELSE	I NEED MY DEVICE	I NEED A SAFE PLACE

If a child communicates a safeguarding concern, listen calmly, record exactly and report to the DSL promptly.

People and places

Personalise labels and photographs with the pupil. Do not display private named contacts.

MY TEACHER	SENCO	TRUSTED ADULT
FRIEND	FAMILY MEMBER	CLASSROOM
QUIET SPACE	MEDICAL ROOM	OTHER PERSON
OTHER PLACE	NOT THIS PERSON	SOMETHING ELSE

Learning and questions

Every pupil needs a way to ask, comment and correct misunderstandings.

I DO NOT UNDERSTAND	PLEASE EXPLAIN	SHOW ME
WRITE IT	SLOW DOWN	I KNOW THIS
MORE TIME	CAN I TRY?	I HAVE AN IDEA
HELP ME START	CHECK MY WORK	SOMETHING ELSE

Sensory support

Options need to be genuinely available and tailored to the pupil’s preferences.

LESS NOISE	LESS LIGHT	MORE SPACE
NO TOUCH	MOVEMENT	QUIET PLACE
HEADPHONES	A BREAK	CHANGE SEAT
MORE TIME	I NEED HELP	SOMETHING ELSE

Ways I communicate

More than one method may be used. Do not treat this sheet as an access assessment.

SPEAKING	WRITING	TYPING
MY AAC DEVICE	PICTURES	SIGNS
GESTURES	POINTING	EYE GAZE
OBJECTS	SWITCH / SCAN	SOMETHING ELSE

Change and transition

Support Circles with accessible notice, predictable routines and real adjustments.

WHAT NEXT?	**SHOW TIMETABLE**	**CHANGE OF PLAN**
TELL ME BEFORE	**MORE TIME**	**QUIETER ROUTE**
GO WITH SOMEONE	**NOT READY**	**EXPLAIN AGAIN**
I NEED A BREAK	**DIFFERENT WAY**	**SOMETHING ELSE**

My two choices

Large-print choice strip - use only if the pupil has a reliable way to select.

YES

NO

More than yes or no

Uncertainty and alternatives are essential, not optional.

YES

NO

NOT SURE

SOMETHING ELSE

Discreet secondary strip

Age-respectful messages. Cut out, fold or keep on a device when appropriate.

NEED MORE TIME

PLEASE WRITE IT

NEED A BREAK

CAN WE TALK PRIVATELY?

NOT SURE

SOMETHING ELSE

Conversation mat

Supports a real conversation. The pupil may lead, pause, reject or change a topic.

TOPIC / THING I WANT TO SAY

HOW I WANT TO ANSWER

- **MY WORDS**
- **DRAW / WRITE**
- **MY AAC**
- **OTHER WAY**

DID THE ADULT LISTEN? YES / NO / NOT SURE

SHOULD WE TALK MORE? YES / NO / LATER

Partner-assisted scanning

Staff reference only: follow the pupil’s established individual access and timing plan.

1 Confirm reliable access

Establish the agreed response signal and positioning from the pupil’s existing plan.

2 Set the choices

Use balanced options, including none / other where possible. Avoid leading or false choices.

3 Present steadily

Speak or show one choice at a time in the agreed order and at the agreed pace.

4 Allow time

Wait the agreed response interval. Do not fill silence with extra suggestions.

5 Check meaning

Confirm the selected message through the pupil’s agreed repair routine.

6 Respond / record

Act on the message; note any ambiguity. Do not treat an unclear movement as a confirmed choice.

Do not invent or assume a yes/no signal. Obtain specialist guidance if selection is not reliable.

Practice access board

FOR TRAINING ONLY: test physical layout and access with specialists before pupil use.

YES

NO

WAIT

OTHER

No eye-gaze, switch or scanning method should be inferred from a single choice on this page.

Objects of reference plan

Co-design with pupil and relevant specialists; use meaningful objects only.

Context or activity to be represented

Object cue chosen and its agreed meaning

How the pupil accesses or recognises it

How adult checks understanding

Consent / pupil response / next review

Not all pupils benefit from objects of reference. Do not replace an effective existing AAC system.

Who listens to me?

Private pupil-led list of trusted adults and preferred communication routes.

People I choose to help me communicate

How I get their attention

How I can ask for help privately

If the first person is not available

What I want adults to know

PERSONAL RECORD: keep confidential. Do not share with individuals named in a safeguarding concern.

Blank communication grid

Replace each cell with agreed pupil-owned vocabulary, symbol, photo or text; avoid altering learnt AAC layouts.

ADD A MESSAGE	ADD A MESSAGE	ADD A MESSAGE
ADD A MESSAGE	ADD A MESSAGE	ADD A MESSAGE
ADD A MESSAGE	ADD A MESSAGE	ADD A MESSAGE
ADD A MESSAGE	ADD A MESSAGE	ADD A MESSAGE

Template only. Confirm access and vocabulary with the pupil and relevant AAC/SLT team before use.

My vocabulary priorities

Listen to the pupil: messages need to be useful to them, not only convenient for adults.

Things I want to say about myself

Things I want to say to friends

Things I need to say in lessons

Things I need to say when something is wrong

Little words, big messages

Starter modelling vocabulary, not a replacement for an established core vocabulary layout.

I	YOU	WANT
NOT	MORE	STOP
HELP	GO	LIKE
DON’T LIKE	WHAT?	OTHER

Listening desk card

A quick adult reminder; never use this as a pupil behaviour score.

01 NOTICE

Look for the child’s own signals; do not invent meanings.

02 OFFER

Make their agreed communication method reachable.

03 WAIT

Allow processing and access time.

04 CHECK

Verify uncertainty neutrally; accept correction.

05 RESPOND

Acknowledge and take meaningful action.

06 REVIEW

Ask whether communication worked for the pupil.

Home-school communication

For routine successes and access needs - not safeguarding or other sensitive disclosures.

Date / agreed audience

What communication route worked today

What the pupil wanted adults to understand

What adults changed or will try next

Family feedback or additional context

School policy controls sharing. Record child-protection concerns in the designated safeguarding system.

Communication opportunity log

Record observation and response, not a guessed feeling or behaviour score.

Date / setting / lesson or routine

Agreed access method available? What was the barrier?

Child’s exact message or observable selection (mark uncertainty)

Adult response / adjustment made

Child’s view of whether it helped / follow-up

Treat named or sensitive logs as confidential school records. A single response may be ambiguous.

Did you feel heard?

Optional pupil feedback. A pupil can decline and is not asked to explain a feeling.

YES

NO

NOT SURE

SOMETIMES

I NEED TIME

SOMETHING ELSE

My Voice review meeting

Complete with accessible pupil input; align with existing SEN plans and review cycles.

What messages and access routes are working?

What does the pupil want changed?

Pupil / family / staff / specialist perspectives (identify source)

Actions, named owners and review date

How the pupil can disagree or amend this record

Do not replace the pupil’s EHCP, clinical AAC plan or statutory SEND review.

Outside the classroom

For play, clubs, lunchtime and free time. Honour social boundaries and break choices.

I WANT TO PLAY	I NEED SPACE	JOIN ME?
STOP PLEASE	I NEED HELP	TOO NOISY
QUIET ACTIVITY	DIFFERENT GAME	I WANT TO LEAVE
NOT SURE	A FRIEND	SOMETHING ELSE

Safeguarding response

Adult reference: respond to the pupil’s message, not to a guessed story.

STAY CALM

Listen and acknowledge. Keep the pupil’s AAC or other communication available.

KEEP SAFE

Follow immediate danger / emergency policy if needed.

DO NOT LEAD

No repeated questioning, investigation, promises of secrecy or suggestive prompts.

RECORD EXACTLY

Note words, symbols, order, gestures and context; separate fact from interpretation.

REPORT

Notify DSL promptly via school procedure and follow their direction.

EXPLAIN

Tell the child, accessibly, who needs to know and what happens next.

Current local policies and KCSIE 2026 take precedence. All staff must read Part One of KCSIE.

Access and backup plan

Complete with pupil and professionals where relevant; essential when devices are unavailable.

Primary communication system, location and access method

How the pupil signals stop / no / help / repair

Backup route if system fails or battery is low

Who can support setup, mounting or charging

How to review reliability and adult understanding

Do not substitute an unvalidated yes/no method or change an AAC layout without specialist advice.

I can change my mind

Messages may change. An earlier answer is not permission to ignore a later refusal.

YES

NO

LATER

NOT SURE

I CHANGED MY MIND

SOMETHING ELSE

Picture starter: needs

Original line illustrations paired with words; not a standard AAC symbol library.



DRINK



FOOD



TOILET



STOP



HELP



QUIET



BREAK



OTHER

STARTER ICONS ONLY: These pictures have not been validated for any child. Match to familiar symbols, photographs or an existing AAC system.

Picture starter: choices

A picture-supported sample to personalise, not an assessment of communication ability.



YES



NO



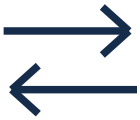
WAIT



MORE



FINISHED



CHANGE



AGAIN



SPACE

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