TOM TOM • FOUR PILLARS • COMPANION PACK

Printable pupil activity resources

20 editable-in-practice print layouts: 12 weekly pupil pages and 8 reusable classroom/monitoring sheets. They should be adapted and used alongside a learner’s existing AAC and personalised plans.

B Brian's W Waves C Circles Br Bridges



For teachers, teaching assistants, SENCOs and families. These are generic original teaching templates; they are not a substitute for personalised communication aids or statutory provision.

PRINTABLE RESOURCE • W01

Four Pillars Explorer

Choose your own way to explore these four ideas. Draw, write, point or use your communication system.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

I want to share this with an adult | Keep this private for now | I want help completing it

My Brian’s: I learn or enjoy ...

My Waves: I feel most comfortable when ...

My Circles: a helpful routine is ...

My Bridges: I connect or ask for help by ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • W02

My Brian’s Strengths

Different thinking strengths can show up in different places. You do not need to be good at everything.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Picture instructions	More time	A worked example
Hands-on activity	Quiet space	My own idea

I enjoy thinking about ...

A task I like is ...

When learning feels difficult, it helps when ...

Adults can help me by ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • W03

My Help and Choice Card

These are choices and requests I may use. The adult must honour my communication and agreed support.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

HELP	STOP	MORE TIME
SHOW ME	BREAK	FINISHED
DIFFERENT	YES	NO

My chosen signal for help is ...

When I use the signal, adults will ...

When I say or show STOP, adults will ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • W04

My Wave Check-In

A Wave is a way to notice changing comfort or energy, not a test of happiness.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Calm	Busy	Unsure
Need space	Need movement	Don’t want to say

Today I choose to describe my wave using ...

A place that feels comfortable is ...

A thing that may increase my wave is ...

A support I would like is ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • W05

My Regulation Menu

Supports must be chosen with me and adapted to my sensory preferences.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Quieter space	Different light	Movement
Fidget	Trusted adult	No talking
Water	My own idea	

Before the wave grows, it helps to ...

When things are too much, please ...

After a difficult moment, I need ...

A support I do NOT want is ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • W06

My Circle Routine

A Circle is a helpful pattern. I can change the plan if I need to.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Show me	Write it	Use photos
Use objects	Remind me	I’ll choose

My activity is ...

STEP 1

STEP 2

STEP 3

STEP 4

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • W07

My Change-of-Plan Card

Changing a plan may be easier when I know what is different, what stays the same and what I can choose.

Pupil's chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Tell me quietly	Write it	Show a photo
Extra time	Visit first	An alternative

What is changing?

What is staying the same?

Who can help?

What choices do I have?

How much warning helps me?

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • W08

My Communication Bridge

I have the right to communicate in a way that works for me, including saying no.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Speech	Type	Write
Symbols/AAC	Point	Gesture
Draw	My own way	

I prefer to communicate using ...

Please give me time to ...

I do not like when adults ...

I will ask for help by ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • W09

My Bridges and Boundaries

Belonging can include being together, working side by side or spending time alone.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Join	Watch	Parallel activity
Time alone	No touch	Ask first

I enjoy connecting by ...

Please ask before ...

When I say NO, I need ...

A safe adult I can go to is ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • W10

My Four Pillars Project Plan

Use your pillars to plan a project that matters to you.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Make	Write	Draw
Build	Record	Present another way

PROJECT: My chosen idea is ...

BRIAN’S: My idea and thinking support ...

WAVES: Comfort or sensory support ...

CIRCLES: My steps and check-ins ...

BRIDGES: Communication or teamwork support ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • W11

My Transition Passport Page

This page can help adults make a change or new place more accessible.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Photos	A visit	Written plan
Map	Known adult	Quiet start

Where I am going or what is changing ...

I would like to know ...

A familiar routine or person is ...

Please contact or show me ...

If I feel unsure, please ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • W12

My End-of-Term Voice

You are the expert in your own experience. You can keep this private or share it with chosen adults.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Keep	Change	More
Less	Need help	I don’t know yet

One support I want to KEEP ...

One thing I want to CHANGE ...

My favourite activity was ...

One thing adults should understand ...

Next term, please ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • R01

Pupil Choice and Access Board

Print, adapt and use alongside the pupil's established AAC. This generic board is NOT a replacement communication system.

Pupil's chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

YES	NO	HELP
STOP	MORE	FINISHED
BREAK	DIFFERENT	LOOK
WAIT	QUIET	MOVE

A personalised word, picture or sign I use for YES ...

A personalised word, picture or sign I use for NO ...

My familiar stop/help signals ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • R02

Daily Optional Wave Check-In

Private check-ins are optional; select another format or decline. Never use as a compliance chart.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Comfortable	Growing wave	Overwhelmed
Unsure	Private	Not today

At the start of the day ...

The support I may need today ...

After a break ...

At the end of the day ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • R03

Now / Next / Later Board

Attach photographs or existing symbols. This is a flexible preview, not a demand to finish regardless of distress.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Keep plan	Show me	Different order
Need break	More information	Stop

NOW: This is happening ...

NEXT: What follows ...

LATER: If this is useful ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • R04

Pupil Learning and Support Profile

Use pupil-directed language. Share only with authorised people through school policy.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

I want to check this first	Share with chosen staff	Please update this

Things I enjoy and care about ...

What helps me understand instructions ...

Comfort and sensory adjustments ...

My useful routines ...

How I communicate agreement and refusal ...

Adults should avoid ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • R05

Family and Pupil Feedback

Families may respond via email, phone, paper or a preferred communication route. Feedback is optional.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

- Call or message me first
- Written feedback
- Meeting if requested
- No response required

What has worked well for access?

What has not worked or caused concern?

Which supports should remain?

What would you change next term?

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • R06

Adult Observation / Adjustment Log

Record practical access and support, not speculative emotions or a diagnosis.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Environment	Instructions	Routine
Communication	Peer context	Unknown

Date / lesson / context ...

Access barrier observed (facts only) ...

Support offered and pupil response ...

Pupil voice or AAC evidence ...

Next action and responsible adult ...

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • R07

Weekly Teacher Implementation Review

A short reflection at the end of each week. Do not judge pupils on compliance.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Offer choice	Model access	Reduce barriers
Accept refusal	Review with pupils	

Week / class / adult ...

Which choice/access strategies were offered?

Whose voices were missing?

One change we will make next week ...

Who will follow this up and when?

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

PRINTABLE RESOURCE • R08

End-of-Term School Evaluation

Use a small, anonymous and consent-aware sample to understand feasibility and improve delivery.

Pupil’s chosen name (optional): _____ Date (optional): _____

Choose or point to ideas, or write/draw your own

Sustain	Adapt	Stop
Investigate further		

What was delivered as planned?

Which supports were actually available?

What do pupils report helped or hindered?

What do families report?

What should be stopped, adapted or sustained?

My way to finish or give feedback: ☐ Share ☐ Keep private ☐ Ask for help ☐ Not today

COMPANION PACK

Printing and accessibility guidance

- Print selected pages rather than requiring completion of all templates.
- Use high-contrast output; pupils may prefer larger type, uncluttered formats or one item per page.
- For non-speaking pupils, use established symbols and AAC vocabulary in consultation with their communication team.
- If a worksheet prompts a personal reflection, make sharing optional and private.
- The full teacher curriculum contains lesson scripts, safeguarding guidance and assessment instructions.