

Free sample pack

Calm, practical SEND resources for mainstream classrooms.
Print these pages, try them, and see what fits your school.



Inside this sample

From Moving Up

All about me, Worry sorter, Who can help me (with cut-out help cards).

From the staff briefing cards

Autism and ADHD in your classroom.

Moving Up

A 14-page Year 6 to 7 transition pack, for pupils, families and staff.

Staff briefing cards

16 one-page cards. Ten-minute staff meetings, things to try tomorrow.

16 printable ranges

From autism and ADHD to DLD, Tourette's and burnout.

A school licence means

- Print and photocopy as many as you need
- Use them with every pupil and family at your school
- Save them on your school's shared drive or VLE
- Pay by card, or by invoice and purchase order
- No pupil data. Nothing to log in to
- Trust and multi-school licences on request

FULL PACKS AND SCHOOL PRICES

neuromade.co.uk/schools

Questions, quotes and invoices: hello@neuromade.co.uk

All about me

A one-page guide to you, for your new teachers. You choose what goes on it.



My name

I like to be called

Things I'm good at

Things I love

What helps me learn

What I find hard

You can tell I'm struggling when...

What helps me calm down

Please try not to...

The best way to talk to me is...



Worry sorter

Write each worry down, then sort it. Getting worries out of your head and onto paper makes them smaller.

My worries about moving up

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I can sort this

Things I can plan or practise

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I'll ask someone

Questions for a grown-up

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Out of my hands

Things I can let go of

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Turn a worry into a question

The worry	The question	Who to ask
What if I can't find my lessons?	Can I have a map, or a buddy for the first week?	Form tutor

Who can help me

Write the names of people you can go to. Then cut out the help cards to keep in your planner or bag.



At school

At home

Anyone else

✂ Cut along the dashed lines

I need a break.

Can I have five minutes outside the room?

I'm lost.

Can you help me find room _____?

I don't understand yet.

Can you explain it another way?

It's too much right now.

I need a quiet space.

I need help,

but I can't explain right now.

Can I sit somewhere quieter?

Autism in your classroom

Autistic pupils experience the world, communication and change differently. Many work very hard to fit in all day, then fall apart at home.



You might notice

- Distress at unexpected change: cover lessons, room swaps, trips
- Taking words literally, or missing unspoken instructions
- Covering ears, avoiding the canteen, or seeking movement
- Deep focus on interests, and finding it hard to switch tasks
- Seeming fine in class, then struggling after school (masking)

REMEMBER

Calm on the outside doesn't always mean calm on the inside.

Try tomorrow

- 1 Warn about changes early, ideally in writing or on the board.
- 2 Give one instruction at a time, and write it down.
- 3 Say exactly what you mean. "Put your pens down" beats "Shall we stop?"
- 4 Keep a set seat, ideally at the edge of the room.
- 5 Offer a quiet space or exit card, no questions asked.
- 6 Don't insist on eye contact. Listening can look different.
- 7 Use their interests as a way into the work.
- 8 Give processing time. Wait, then rephrase rather than repeat louder.

Words that help

Instead of...	Try...
"Can you get started?"	"Start question 1 now."
"Look at me when I'm talking."	"I'll wait until you're ready to listen."
"It's only a small change."	"We're in room 12 today. Everything else is the same."

Our notes What we'll try, and when we'll check back

Every pupil is different. Ask them, and their family, what helps. Check the pupil's support plan and talk to your SENCO.

ADHD in your classroom

ADHD affects attention, impulse control and activity levels. It isn't about effort. Interest and urgency switch the brain on; boredom switches it off.



You might notice

- Drifting off, losing the thread, or forgetting instructions
- Fidgeting, getting up, tapping or calling out
- Starting tasks late, or not at all, then rushing
- Losing equipment and homework
- Big feelings that flare up fast and fade fast

REMEMBER

**Can't, not won't.
Structure helps more
than sanctions.**

Try tomorrow

- 1 Break tasks into small chunks with a tick-off list.
- 2 Give one instruction at a time, then check back quickly.
- 3 Allow fidget tools and planned movement breaks.
- 4 Use visual timers so time can be seen.
- 5 Seat near you, away from doors and windows, without it feeling like a punishment.
- 6 Notice what's going well, often and quietly.
- 7 Use a private prompt rather than a public warning.
- 8 Keep spare pens and a "starter kit" in the room.

Words that help

Instead of...	Try...
"Why can't you just concentrate?"	"Let's find the first step together."
"You'd remember if you cared."	"Let's put it somewhere you'll see it."
"Sit still."	"You can stand at the back if it helps you work."

Our notes What we'll try, and when we'll check back

Every pupil is different. Ask them, and their family, what helps. Check the pupil's support plan and talk to your SENCO.