

Visual Supports

Flowchart - Guidance for breaking down a 'Visual Timetable for ALL Children' into manageable steps

Visual Timetable for All Children

A **Visual Timetable for All Children** is vital within **every** setting, as it forms part of every settings Universal Practice.

This should be placed at the children’s height - on the wall or on a piece of furniture. If a setting has more than one room, then there should be one in each room.

The following is shown only as an example, as timetables are individual to each setting:



For the Visual Timetable for ALL Children to be purposeful and beneficial, it needs to show where in the timetable you currently are - this can be done with a laminated arrow, using hook and loop tape. At the appropriate time, an adult will get ALL the children’s attention. The adult moves the arrow to the next part of the timetable and says, for example: “..... has finished, it is now time for/to.....”

The arrow, on the above example, shows that it is time to **play**.

However, ‘**play**’ is not specific enough for some children and they will need more detailed information that is broken down into smaller steps. Some children will need ‘play’ to be specific toys/activities. Please refer to the **Flowchart**.

Reminder:
Always think about the child’s current stage of development, including their level of understanding:
 If the child’s current stage of development is, for example, 18 months - then think about whether an 18-month-old child could do what you are expecting this child to do?

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To access the documents mentioned in this timetable (plus many more):

- Go to www.fiveacrewood.co.uk
- Select the **STLS/OUTREACH** tab.
- Scroll down and select **Early Years**.
- Scroll down to find lots of useful information & guidance.

Note: When using a mobile device, there is only one drop-down menu.
Scroll passed STLS/OUTREACH and select Early Years

Follow the guidance in the flowchart below. (The flowchart chart can also be used to think about where the child is developmentally, when thinking about the use of visual supports in general).



