



Symbol Supported Communication Resource

Created by the Voice, Influence and Change Team (WCC), to support the [Guide for Settings](#), in collaboration with Avril Upstone, Speech and Language Therapist (WCC)

Symbol Supported Communication (SSC) uses symbols, pictures and visual supports to help children and young people express their views, experiences and preferences and is a great resource to help generate ideas in the conversation. SSC can reduce language demands while supporting communication for children and young people with a wide range of language and communication abilities. By capturing conversations visually, SSC allows children and young people to reflect on what they have shared and supports more accurate recording of their views. SSC should create a non-judgemental and reflective space between the child or young person and the person gathering their views.

This resource is designed for adults who support children and young people to share their views about their experiences, support needs and wellbeing.

This pack is designed to allow you to combine packs to support conversations about different areas of a child's experiences and preferences. It supports a wide range of topics, including likes and dislikes, learning preferences, emotional wellbeing, relationships, strengths, challenges and support needs. Access InPrint 4 to create additional cards/packs as needed.

InPrint 4 Access:

Warwickshire schools currently have access to InPrint 4 through the Warwickshire subscription. Schools that subscribe to [Warwickshire Education Services ICT Support](#) should contact WES for assistance with installation.

Schools using an independent ICT provider should ask their provider to download the latest version of InPrint 4 from the Widgit website and then contact Widgit to obtain a licence key (info@widgit.com or 01926 333680).

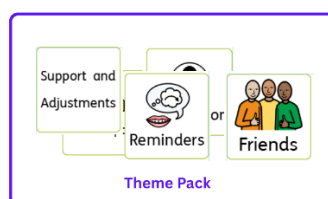
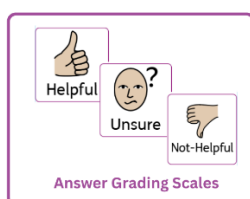
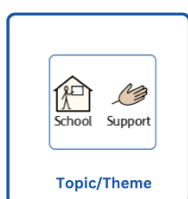
InPrint 4 enables schools to access and adapt the symbol-supported communication resources referenced throughout this guide.

Setting the Conversation

A conversation is created by combining:

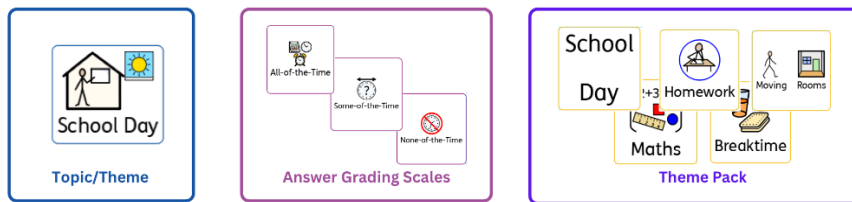
- A **Topic Card**
- An **Answer Grading Scale**
- A **Theme Pack**

Together, these supports help children and young people explore and communicate their views about a particular area of their life. For example: Use the Topic Card "**School Support**", the Scale Cards "**Helpful**", "**Unsure**" and "**Not Helpful**", and the Theme Pack **Support & Adjustments**, to assist conversations about what is working in school.





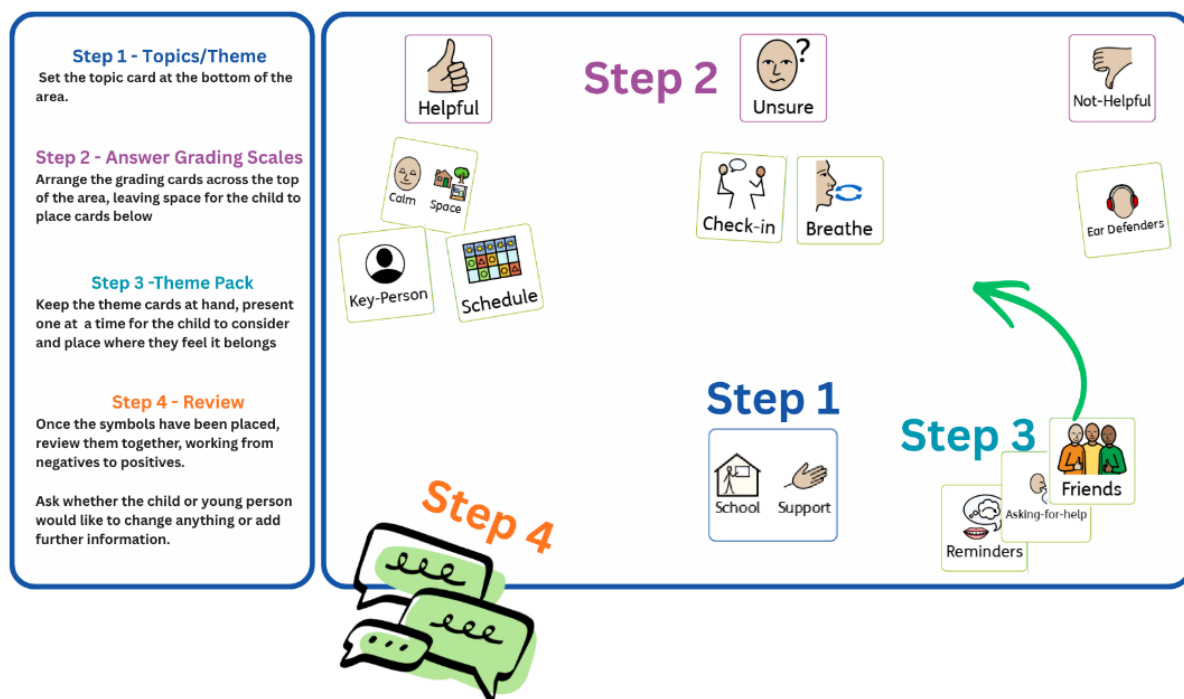
Alternatively, this combination can support exploring elements of the school day that are challenging.



The packs are designed to allow you to create your own combinations of packs to explore the topics most relevant for the child or young person you are working with.

Layout

The example below shows how to arrange the cards to support a conversation. The layout can be adapted to suit the child or young person's preferences and communication style because they can place cards between the columns if this reflects where it best fits.



Once the symbols have been placed, review them together, working from negatives to positives. Ask whether the child or young person would like to change anything or add further information.



Core Principles

When using Symbol Supported Communication:

1. **Prepare the conversation.** Choose the topic, scale and theme pack that best match the area you want to explore. Have blank cards, paper and a pen available so you can capture anything the child or young person adds.
2. **Create a flexible layout.** Arrange the cards in a way that suits the child or young person's communication style and preferences. Be ready to adapt the layout, add columns or change the approach if this supports the conversation.
3. **Use meaningful visuals.** Use symbols alongside spoken language, and include photographs of familiar people, places or activities where these may be more meaningful.
4. **Set a calm and respectful tone.** Make it clear that there are no right or wrong answers, the child or young person can stop or change their mind, and the purpose is to understand their views rather than test their knowledge.
5. **Follow the child or young person's lead.** Start with their interests, preferences and pace. Give plenty of thinking time and allow silence while they process information and respond.
6. **Value all communication.** Notice and respond to symbols, speech, gestures, body language, AAC, behaviour, drawing, photographs, facial expressions and any other form of communication.
7. **Accept their choices during the activity.** Accept where the child or young person places symbols and do not interrupt the flow. You may reflect back what you are observing about where they have put their card, but without judgement or comment. Use blank cards, paper or space between columns to capture any additional responses, ideas, people, places, supports or experiences they identify.
8. **Review together.** Once the symbols have been placed, look back over them with the child or young person. If you are unsure what something means, gently check during the review step without leading their response.
9. **Record views accurately.** Capture the child or young person's views as closely as possible to what they communicated and clearly separate their views from adult interpretation or professional judgement.



Card Pack Contents

The following card packs can be used individually or combined flexibly to support a wide range of conversations.

1 – Topic/Theme Card

Examples: “School Support”, “Likes and Dislikes” and “Relationships”

2 - Answer Grading Scales

Examples: “Like / Sometimes Like / Don’t like”

“Agree / Sometimes Agree / Not Agree”

“Very Important / Quite Important / Not Important”

3 - Theme Pack

3.1 People - *Useful for exploring trusted adults, relationships, and friendships.*

Examples: Teacher, Parent, Friend.

3.2 Places - *Useful for school mapping and how different places may feel. Photos can be used to support known locations.*

Examples: Home, Classroom, Playground, Bus.

3.3 School Day - *Useful for understanding where or when things work well or feel difficult.*

Examples: Lunchtime, Maths, Lessons, Arriving at School.

3.4 School Skills - *Useful for exploring what they are good at, what they find challenging, what they like, or don’t like.*

Examples: Asking for help, joining conversations, being organised.

3.5 Sensory and Environment - *Useful for SEND-related view gathering.*

Examples: Crowded, Quiet, Busy, Bright

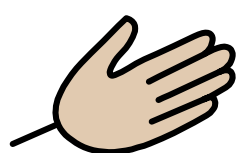
Topics / Themes



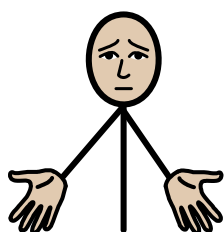
School



Support



Support



Needs



Emotional



Well-Being



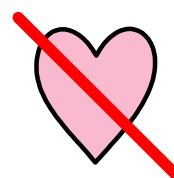
Relationships



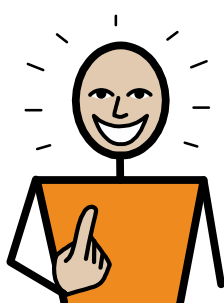
Likes



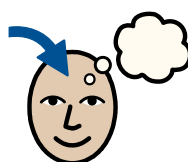
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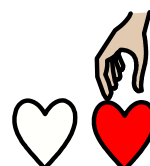
Dislikes



Strengths

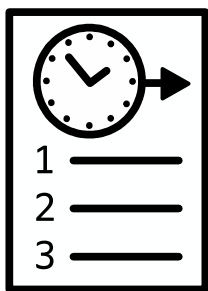


Learning



Preferences





Future Plans



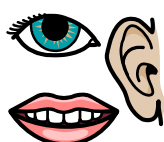
Challenges



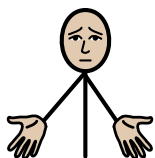
People



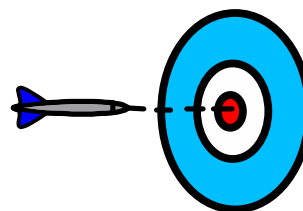
Places



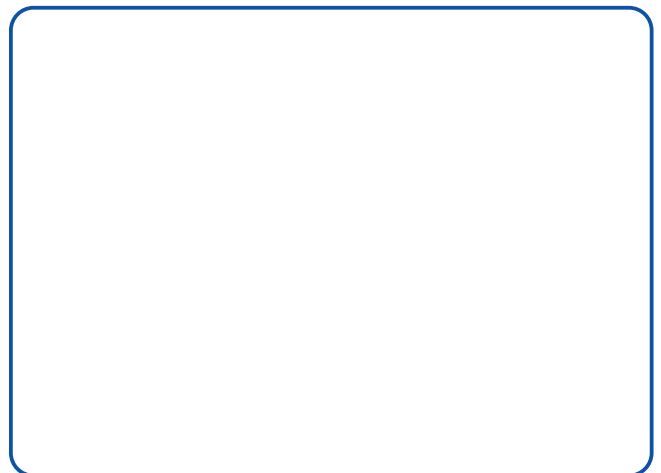
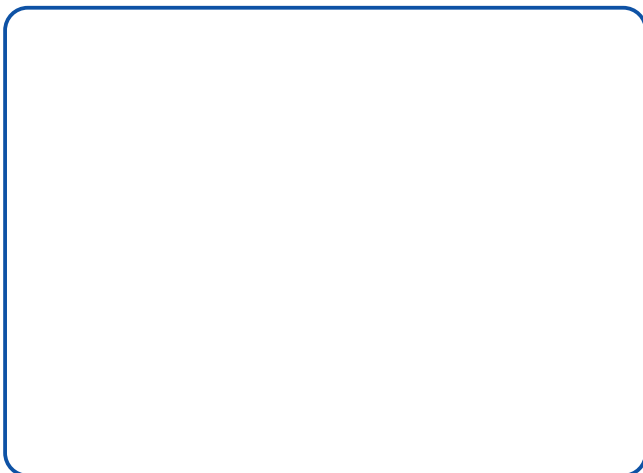
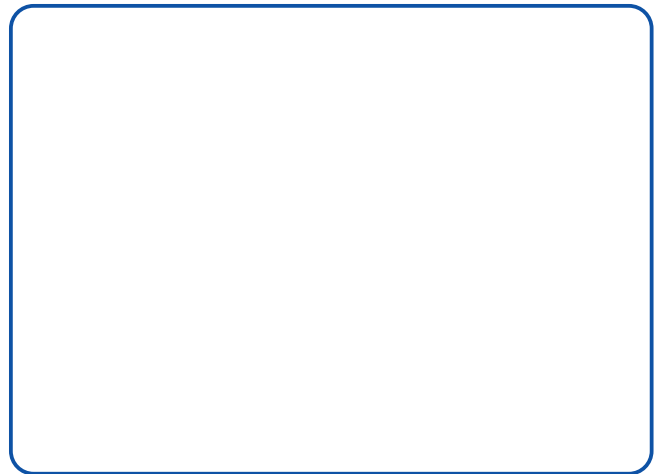
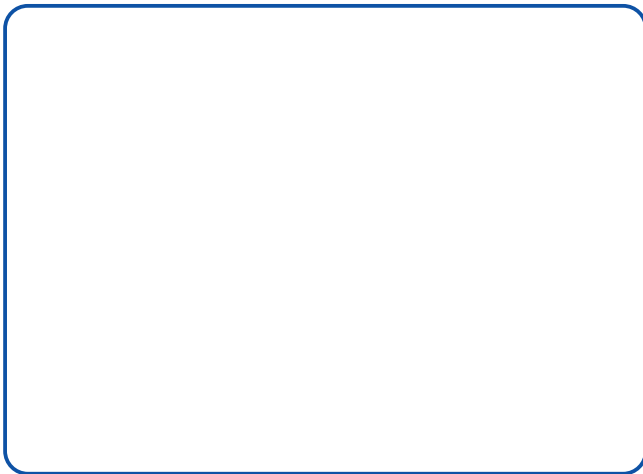
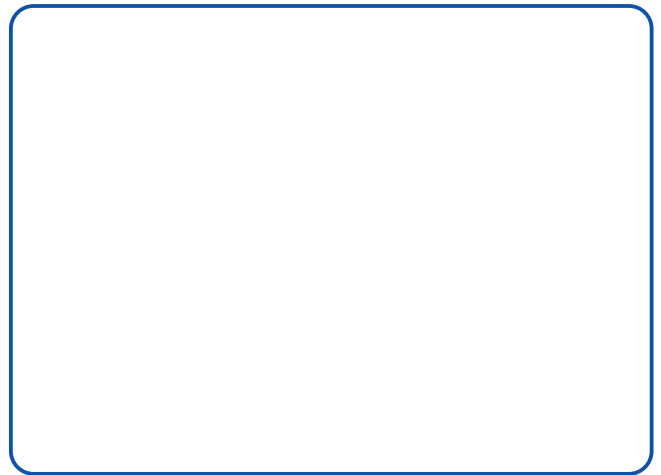
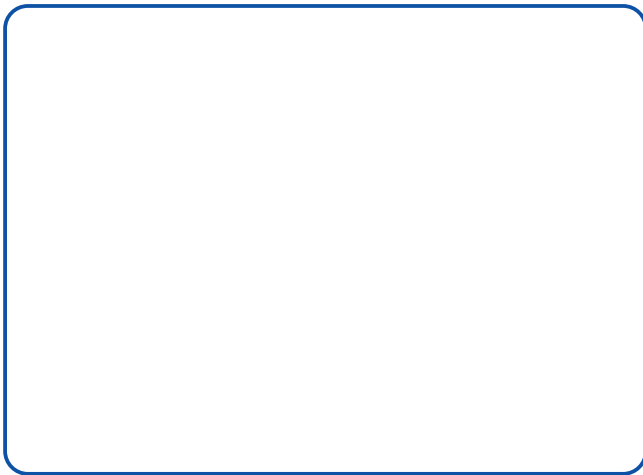
Communication



needs



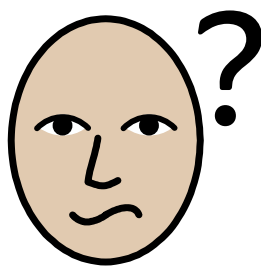
Goals



Answer
Grading
Scales



Helpful



Unsure



Not-Helpful



Going



Well



Sometimes-Going-Well

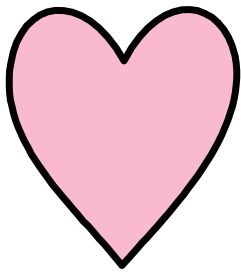


Not Going

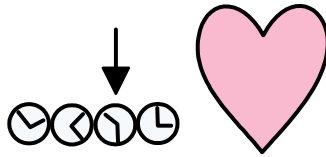


Well

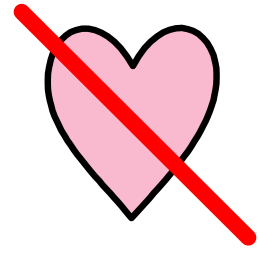




Like



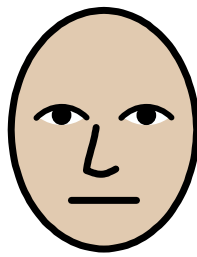
Sometimes-Like



Don't Like



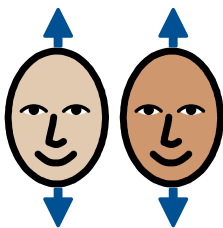
Favourite



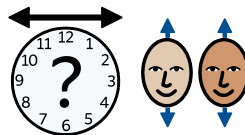
Ok



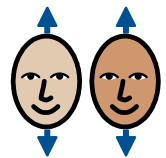
Least-Favourite



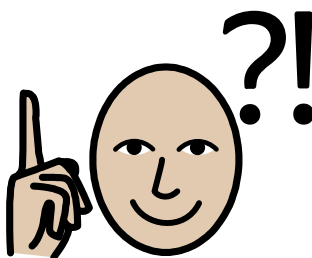
Agree



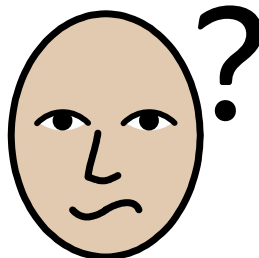
Sometimes-Agree



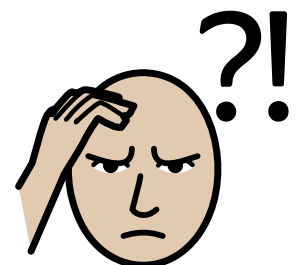
Not-Agree



Easy



Not Sure



Not-Easy





Good-At



Quite



Good

At



Not Good At

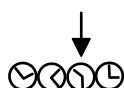


Is

Like



Me



Is

Sometimes



Like



Me



Is

Not



Like



Me



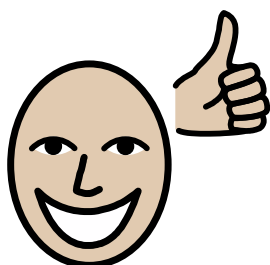
All-of-the-Time



Some-of-the-Time



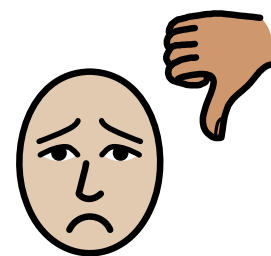
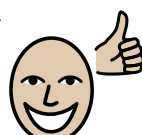
None-of-the-Time



Enjoy



Sometimes-Enjoy

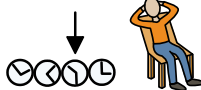


Not Enjoy





Comfortable



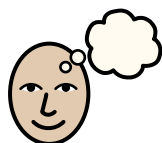
Sometimes-Comfortable



Not



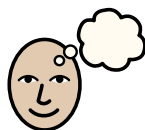
Comfortable



Would-Consider



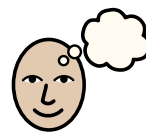
Maybe



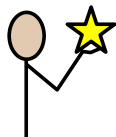
Consider



Not



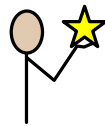
Consider



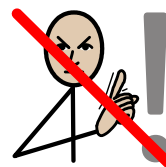
Very Important



Quite



Important



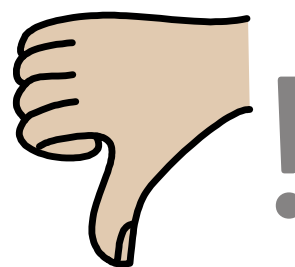
Not Important



Better

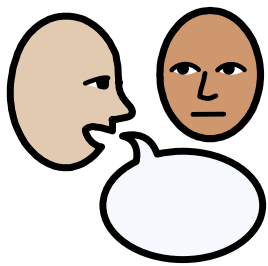


Same



Worse





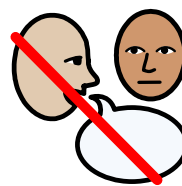
Share



Ask



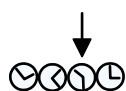
Me



Do Not Share



Managing



Sometimes



Managing



Not



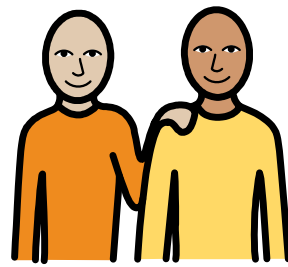
Managing



People



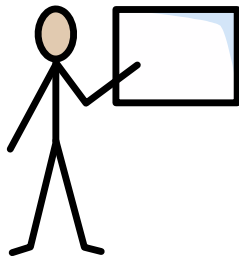
Me



Friend



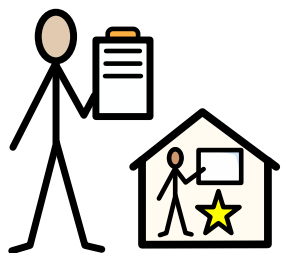
Friends



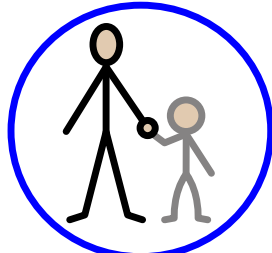
Teacher



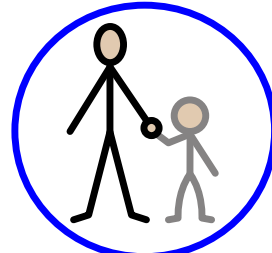
TA



SENCo



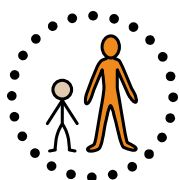
Parent



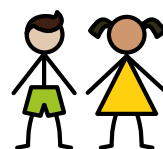
Carer



Family

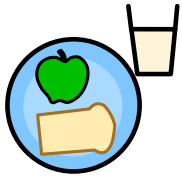


Trusted-Adult



Other-Children

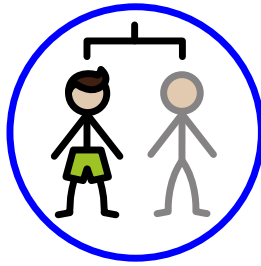




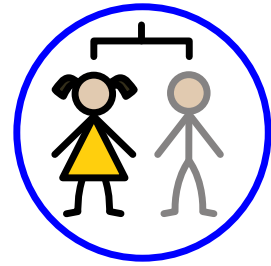
Lunch



Staff



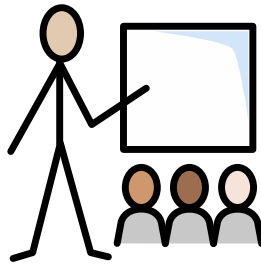
Brother



Sister



Grandparent



Class



Receptionist



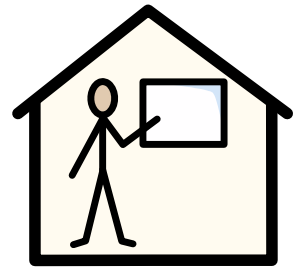
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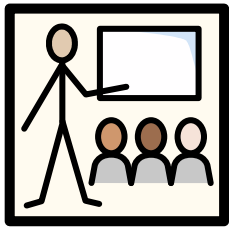
Places



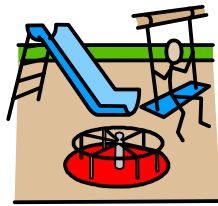
Home



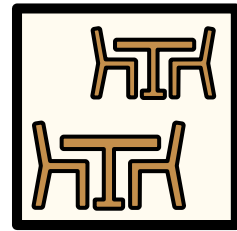
School



Classroom



Playground



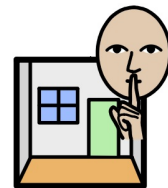
Lunch-hall



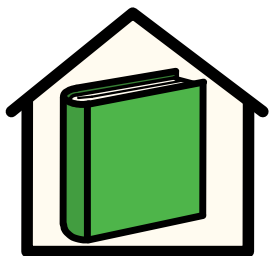
Toilets



Corridor



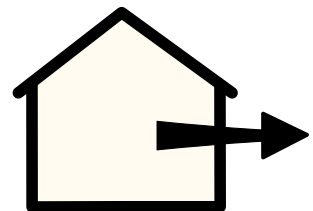
Quiet-Space



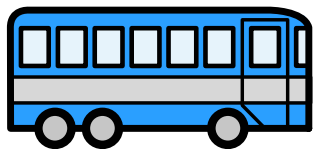
Library



Hall



Outside



Bus



Taxi



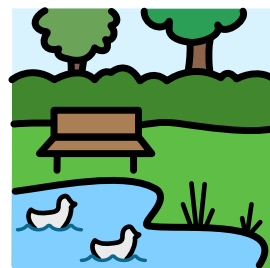
Community



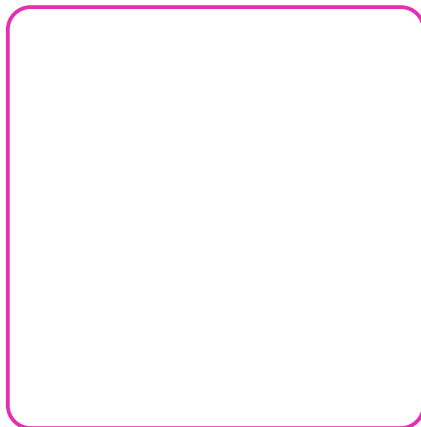
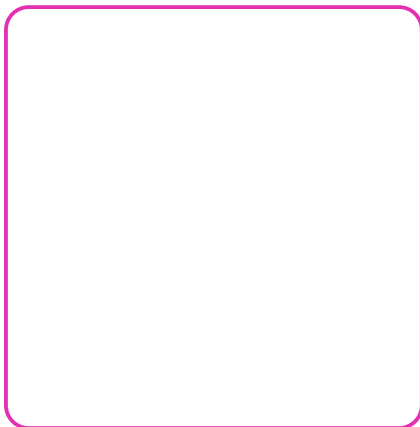
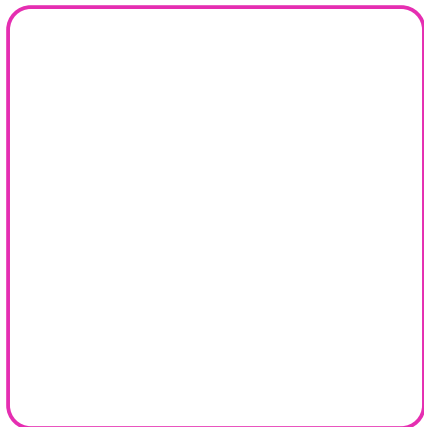
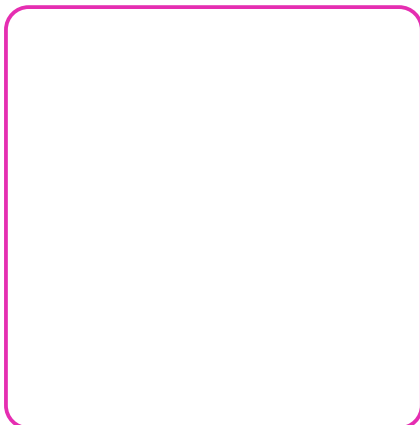
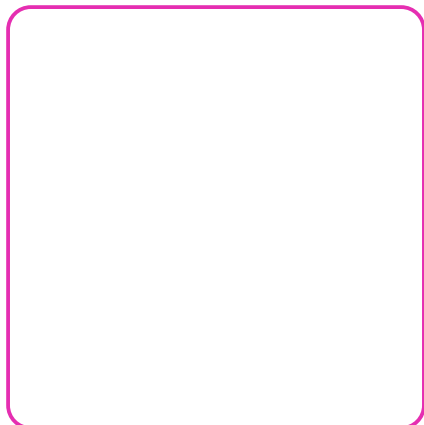
Online



Youth Group



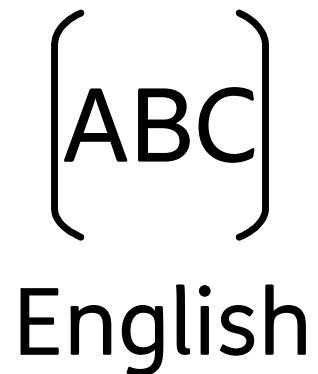
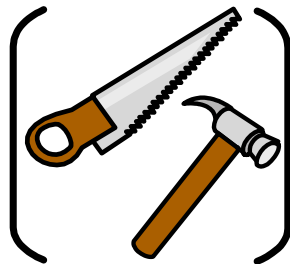
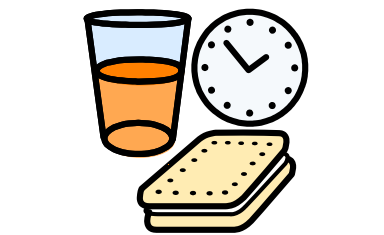
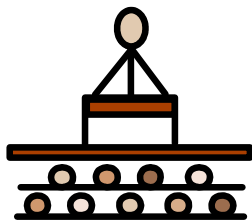
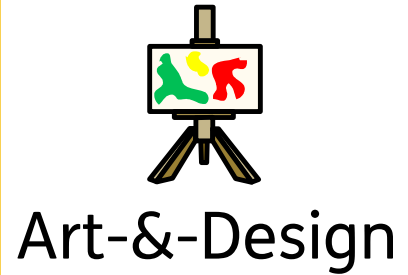
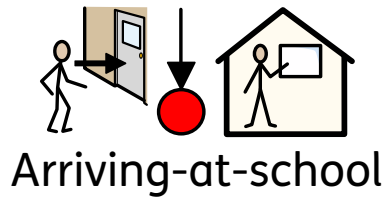
Park

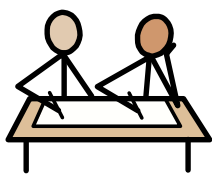


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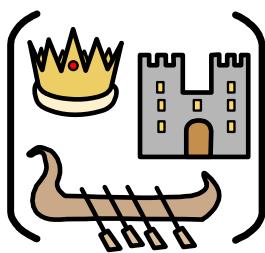


School Day

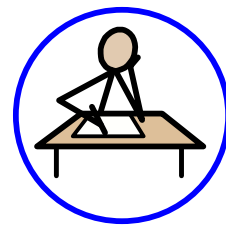




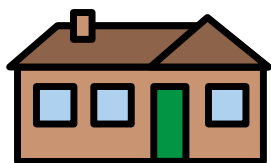
Group Work



History



Homework



Hub



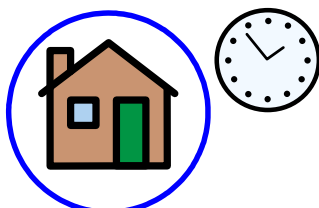
ICT



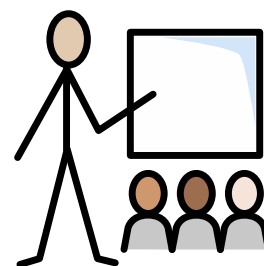
Independent Work



Languages



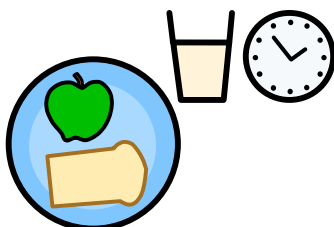
Home Time



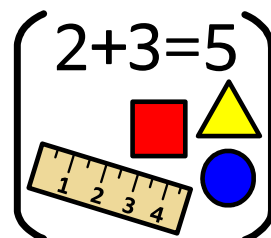
Lessons



Life Skills



Lunchtime

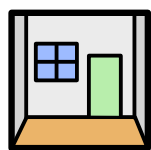


Maths





Moving



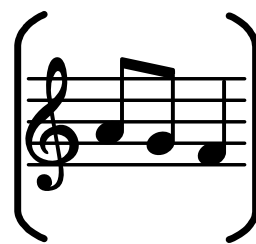
Rooms



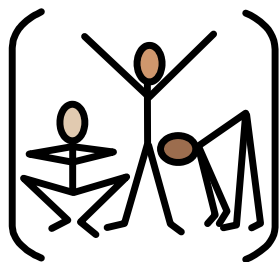
Moving



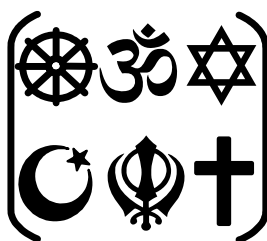
Schools



Music



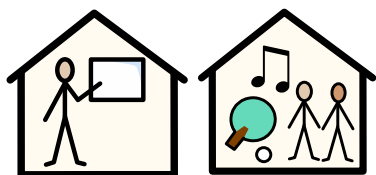
PE



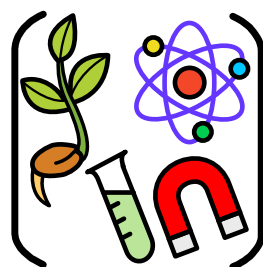
RE



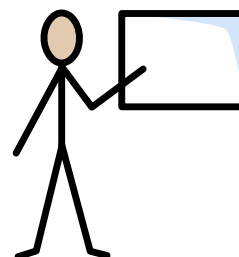
Reading



School-Clubs



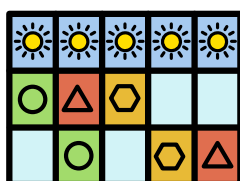
Science



Teacher



Tests

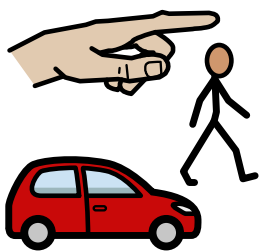


Timetable

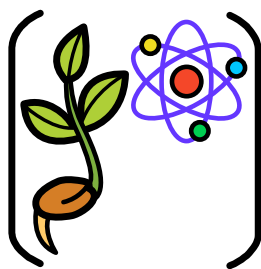


Change

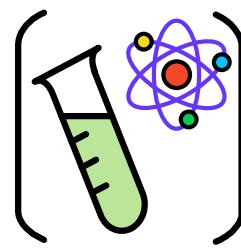




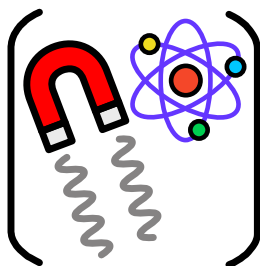
Traveling



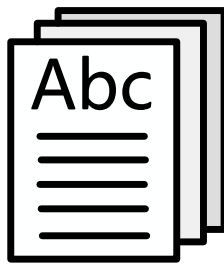
Biology



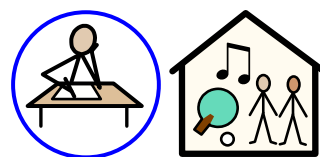
Chemistry



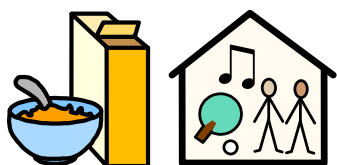
Physics



Writing



Homework-Club



Breakfast-Club



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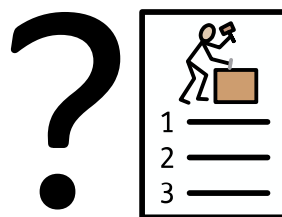
School Skills



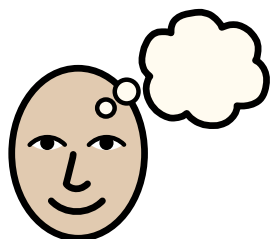
Answering-Questions



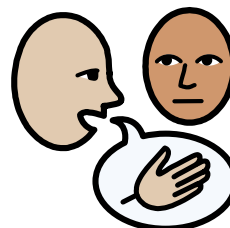
Asking-Questions



Being-Organised



Concentrating



Asking-for-help



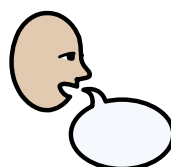
Exploring



Complicated



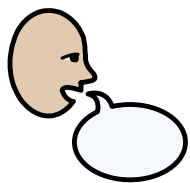
Ideas



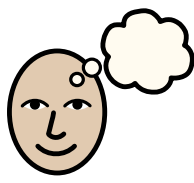
Expressing



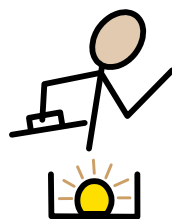
Feelings



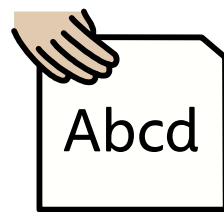
Expressing



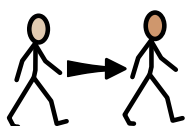
Views



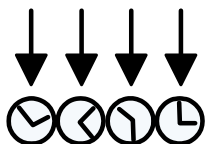
Finding



Words



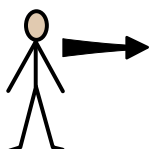
Following



Routines



Handling Disagreements



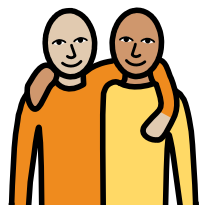
Joining



Conversations

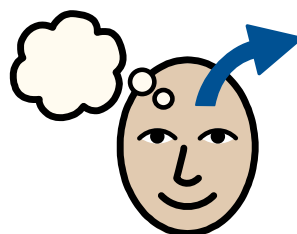


Listening



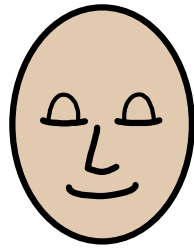
Making

Friends



Remembering

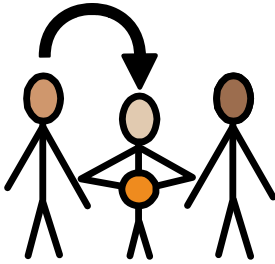




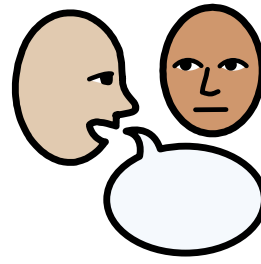
Staying Calm



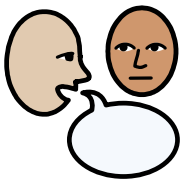
Staying Safe



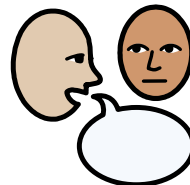
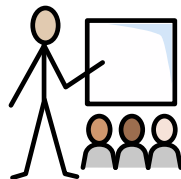
Taking Turns



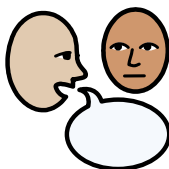
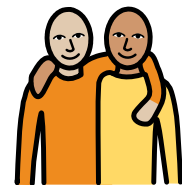
Talking



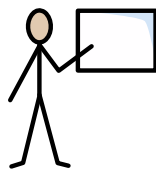
Talking in Class



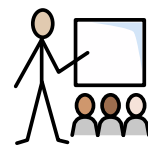
Talking to Friends



Talking to Teachers



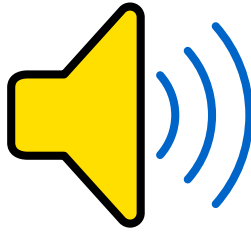
Understanding Lessons



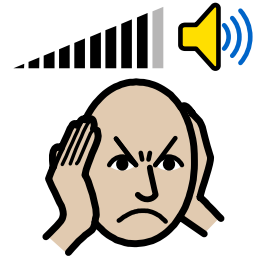
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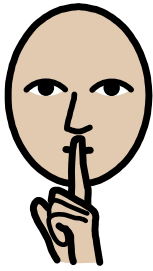
Sensory &
Environment



Noise



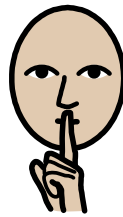
Too Loud



Quiet



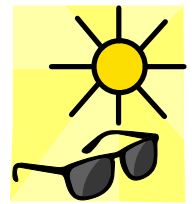
Too



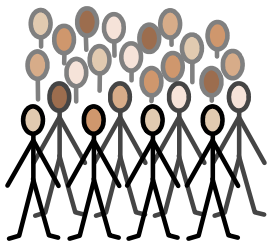
Quiet



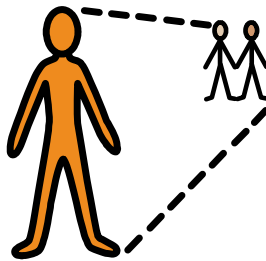
Too



Bright



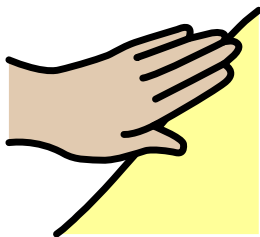
Crowded



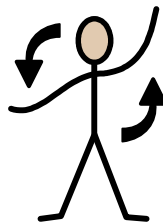
Space



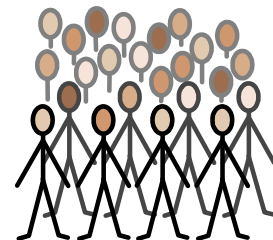
Smell



Touch

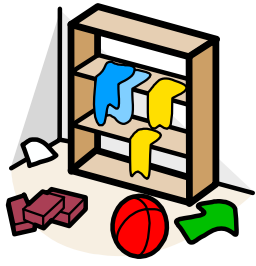


Movement



Busy





Messy

