



Communication Passport Planning

A Communication Passport is a simple way of telling people the important things that they need to know about you and about how to support you. It's very useful to have, when you move to a different setting i.e. from School to College, if you start a new course or have new teachers.

You can choose what information you would like to be in the Communication Passport and how you would like it to look. In this pack there will be some suggestions to help guide you and some examples so you can see what a Communication Passport looks like.



You can have a Communication Passport that uses your own words and ideas and is written so that it sounds like you are saying it – for instance;

'It's hard for me to concentrate when there are a lot of people in a classroom'.

'I find it hard when I meet people for the first time but once I get to know you I'm happy to chat'

You could instead have a communication passport that is written about you – for instance;

'Bethany sometimes struggles to tell people when she doesn't understand so you will need to check with her that she has understood the task'.

'David has selective mutism, this means that he when he is expected to communicate, he sometimes 'freezes' and cannot speak'

What should I have in my Communication Passport?

A Communication Passport might have some of the following sections;

Strengths and Interests – it's important that people know things you're good at and things you like or don't like so that they can get to know a bit about you.

'In a nutshell' – this is where you can put the most important things you want people to know about you. Some people like to say here if they have a diagnosis, like deafness, Autism, ADHD or Selective Mutism. Some people like to say the things they find most difficult.

'My Brain' – sometimes the difficulties we experience are because our brain might work in a slightly different way to other people. For instance having a 'bad memory'. It's useful to explain how this affects you and what people might notice.

'My Communication' – you might like to let people know about any communication difficulties you experience.

Things I find difficult – you might like to say what you find difficult about learning, being with other people, managing day to day tasks or a health condition.

'My Emotions' – sometimes it's hard to stay calm when we have strong feelings such as feeling anxious, frustrated, scared or angry. This section is useful to help people understand why you might react in a particular way and how they can help you to stay calm and manage your feelings.

Ways to help me – this is where we can describe the things that people can do to support you and help you feel ok in your new setting. It might include information about what sort of help you like in class (and what you don't like), if you need somewhere quiet to go during break times or when you're finding it hard to stay calm, if you need help getting from class to class or how a teacher can help you do your best work.

Things I'm working on – this section is important for sharing the things you know you would like to improve in so people can support you. You can also say here if there is a target in your EHCP that Teachers need to know about so that they can help you achieve it.

So..... to get started here are some questions to help guide you!



What helps me get on with my work?

- Break down complicated instructions - tell me, write it down and show me if possible.
- Help me learn to use a highlighter to find key points on a page.
- Help me learn to write down important things to remember.
- Bullet point instructions to break a task down into steps
- Support me to go through a question and get started.
- Check I'm on the right track – don't assume I know what I'm doing because I because I'm not asking for help.
- Look out for signs that I'm struggling – i.e. not doing anything or mucking about or distracting other people
- Don't single me out for support in front of everyone.
- Let me have movement breaks so I don't have to sit still for too long.
- I might need something to fiddle with.



Things that help me to communicate

- Knowing that people understand me and what I find hard.
- Give me time to think about what you've said and to think of what I want to say
- Don't rush me or put me on the spot.
- Ask me a few clear simple questions to guide my thinking
- Get to know me so I feel like I can ask for help
- If I'm not feeling calm – give me the chance to calm down before talking to me – let me leave the room



What helps me to understand?

- Listening to short chunks of talking rather than a lot.
- Don't talk too fast and pause to give me time to take it in.
- Working in a quiet room with low levels of background noise.
- Use lots of visual support – pictures, diagrams etc.
- Demonstrate what you want me to do.
- Check I have understood the vocabulary
- Ask me to explain what I've understood but give me time to think about it.
- Give me a clear structure to follow that helps me to organise my thinking.

Things I'm working on

Managing my sleep patterns
Staying calm in tricky situations
Saying what I think and what I need in a calm way.

Communication Passport Example



Strengths and Interests

What do you like to do most when you are not at School/College?

Do you have any special interests or hobbies?

What are you good at? (you can comment on school subjects, activities, hobbies or skills and you could also say what you are like as a person i.e. kind, helpful, friendly, funny). This can be a hard thing to express so think about the next question – it might help!

What would someone who knows you well say about you, such as your friend or close family member? What do other people like about you?

'In a nutshell'

What are the main things that you would like people in your new setting to know and understand about you? You might want to say if you have a 'diagnosis' i.e. autism or dyslexia. You could say the things you find most difficult and affect how you manage with day to day things. These could be things that you really want people to know but that you don't like talking about. Think of 5 key things:

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'My Brain' – sometimes having a 'different' kind of brain is really positive, such as when you have autism and you are really good at noticing details or memorising large amounts of information. Sometimes though, the way our brains work differently can stop us from doing things quickly and easily and we need people to understand how our brains work so they can adjust how they do things.

These are examples;

Yes No

I find it hard to take in lots of spoken information.

I find it hard to understand a lot of written information.

I find it hard to remember what I'm learning about.

I find it hard to work out what people mean.

I find it hard to figure out how to get a big task done.

I find it hard to stay focused.

I prefer to learn by doing an activity

I need to move around or fiddle with something when I'm learning.

I get frustrated easily when I can't do the work

Please write here if you can think of anything else about how your brain works.

My Communication

What do you find easy and difficult about communication? How does your communication vary?

Different settings?

Different tasks?

Different people?

'My emotions'

What are your 'triggers?' These are the things that happen that cause you to feel a certain way. It might be certain situations or tasks, people, how people behave, places?

What will people notice about you when you are finding it difficult to manage how you feel?

What is the best way that people can help you? What do you need when you are experiencing a strong emotion?

What helps me to do my work?

How do you like to be supported in a lesson? i.e. do you like someone to check you've understood or wait for you to ask for help?

Do you like to have instruction repeated or written down for you?

How will teachers know that you are struggling?

Do you need any special arrangements such as sitting close to the white board, using an overlay, timeout card etc