



A class routine, a profile to build with one pupil, scripts, a role-play card, review preparation and a short log. Use the parts that fit your class.

01 1. Before you start: safety and support

If a pupil tells you someone is hurting them, or you are worried about their safety, this worksheet is not the tool. If a pupil tells you something that worries you, take it seriously and tell your designated safeguarding lead (DSL) the same day. In the US you are a mandated reporter: follow your school's reporting procedure and report to your state's child protective services or the police. Childhelp (1-800-422-4453, not a reporting line) can help you find the right agency. Follow your school's safeguarding policy. If a child is in immediate danger, call 999 (UK), 911 (US) or your local emergency number. If you are worried about a child outside school, the NSPCC helpline is 0808 800 5000 (UK) and Childhelp (not a reporting line) is 1-800-422-4453 (US). This sheet is not a professional assessment. If a pupil's difficulties persist, speak to your SENCo (special educational needs coordinator, UK) or school counsellor or psychologist (US) about getting support looked at.

- ☐ I know who my designated safeguarding lead is and how to reach them today
- ☐ I know who our SENCo, counsellor or psychologist is
- ☐ I will let the pupil decide what from their profile is shared, except safeguarding concerns and where our policy allows
- ☐ I will not use this sheet to guess at a diagnosis for any pupil

Names and rooms I can go to: DSL, SENCo or counsellor

02 2. A short routine for the whole class

Pick one small move and run it for a few weeks so it becomes normal to ask. Pupils who already ask for help are not singled out, and those who find it hard get used to hearing it.

- ☐ A visible 'ask for help' menu on the wall: a sentence pupils can point to or say
- ☐ A quiet signal (a card, a cup, a sticker) that means 'I need a minute' or 'I'm stuck'
- ☐ End-of-lesson check: 'What helped you learn today? What would help tomorrow?'
- ☐ Modelling out loud: 'I find this easier with the instructions written down, so I've written them'
- ☐ Thanking a pupil when they ask: 'Thank you for telling me, that helps me teach you'
- ☐ Two or three ways to show what you know (say it, write it, draw it) offered to everyone
- ☐ A simple way for a pupil to ask for an adjustment in a lesson, such as extra time, written steps or a different seat

The one move I will try first, and when in the week:

Wording I will use for my class's 'ask for help' menu:

03 3. A strengths-and-needs profile (one pupil)

Do this with one pupil, in their words. You are the scribe. Ask, wait, write what they say. 'I don't know' is an answer: you can try again another day, or offer a choice ('does it help more when it's quiet or when you have music?'). This links to the first of the four parts of the framework, knowing yourself. Type no names or initials on screen. Write pupil details on the printout only. If a child tells you something that worries you about their safety: stay calm, listen, do not promise to keep it secret, do not press for detail, write down their words, and use the numbers in the safety section at the top of this page today.

Pupil (write on the printout, not here):

Things I'm good at or like doing (pupil's words)

1.

2.

3.

Things that make learning easier for me

For example: written steps, a quieter spot, a break, seeing an example first, more time.

1.

2.

3.

Things that make learning harder for me

For example: lots of noise, being asked to answer fast, long instructions said out loud.

1.

2.

3.

What I could ask for
In the pupil's words

Who I could ask
Teacher, TA, friend, other

04 4. A 'how I learn best' one-page profile

Turn the profile into a page the pupil can hand to a new teacher or keep in their planner. Short, positive, specific, and the pupil signs off every line. Type no names or initials on screen. Write pupil details on the printout only.

Three things people should know about me:

What helps me do my best work:

What to try if I look stuck or upset (and what to leave alone):

- ☐ The pupil read it back and said it sounds like them
- ☐ The pupil chose who gets a copy
- ☐ I have checked with the pupil that nothing on it embarrasses them

05 5. Practice scripts and a role-play card

Rehearse when it is calm. The pupil plays themselves, and you (or a partner) play the teacher, then swap. Keep it light. Pupils pick the script and change the words to sound like them. This is the 'communication' part of the framework.

Situation

When it comes up

A sentence a pupil can try

Adapt to their voice

Starter scripts to offer (pupils choose)

- ☐ 'Can you show me the first step?'
- ☐ 'I need a minute, then I'll try again.'
- ☐ 'Could I have this in writing, please?'
- ☐ 'It's too loud for me to think. Can I move?'
- ☐ 'I'd like more time on this, please.'
- ☐ 'No, I don't want to, and here's what I'd do instead.'
- ☐ 'I don't understand yet. Can you say it a different way?'

Role-play card. Write one scene: who, where, what the pupil wants to ask for.

Round 1: pupil asks, adult says yes. Round 2: adult says 'not right now', pupil asks again calmly or finds another way. Round 3: swap roles. Finish by asking: what felt easiest?

**After the role-play, how confident did the pupil feel asking?
(pupil's own rating)**

1	2	3	4	5	6	7	8	9	10
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Not at all

Very

06 6. Preparing a pupil for their own review

In England, support for pupils with SEND is given in school, and an education, health and care (EHC) plan is for children and young people up to 25 with more complex needs, according to the government's 'Children with special educational needs and disabilities (SEND)' page on gov.uk. In the US, the federal regulation on IEP teams (34 CFR 300.321) lists the child as a member of the team 'whenever appropriate'. What the school must do is set out on those official pages, not here. Rules differ by country, school and local authority, so check your own policy and work with your SENCo or IEP team. This is not legal advice. Type no names or initials on screen. Write pupil details on the printout only. If a child tells you something that worries you about their safety: stay calm, listen, do not promise to keep it secret, do not press for detail, write down their words, and use the numbers in the safety section at the top of this page today.

Ways to bring the pupil's view into the meeting

- ☐ The pupil completed or dictated their profile beforehand
- ☐ The pupil chose whether to come, to speak for part of it, or to send a note, a recording or a drawing
- ☐ I asked the pupil: 'What do you want the grown-ups to know?'
- ☐ I have agreed one or two things the pupil wants raised, in their words
- ☐ A trusted adult will sit near the pupil, and the pupil knows they can say 'pause' or 'I'd rather not say'
- ☐ The language is plain and nobody reads a long list of difficulties aloud

- ☐ After the meeting I will tell the pupil what was decided and what happens next
- ☐ I have agreed with the SENCo or IEP team how the pupil will take part

What the pupil wants the meeting to hear (their words):

Questions I want to ask colleagues or the SENCo about this pupil's support:

07 7. Observation log

Spend two or three weeks watching for moments when a pupil asked, or almost asked. Note what you did that helped. Record what you see, not what you think a pupil 'is'. Keep notes factual and kind, as they may be seen by the pupil's family. The log also gives you class evidence of pupil voice. Type no names or initials on screen. Write pupil details on the printout only.

When and where	What the pupil said or did	What I did next	What happened

Across the class this fortnight, how easy is it becoming to ask for help? (my own observation)

1	2	3	4	5	6	7	8	9	10
Still very hard					Natural				

Where I'm stuck or want to talk to a colleague:

One thing I'll do to look after myself this week:

When you're done, a moment to reflect

- When did a pupil last ask you for something, and how did your face and voice respond?
- Which pupils never ask, and what might make asking feel safer for them?
- What would you want a new teacher to know about how you learn best?
- Is there anything in your routine that rewards quiet compliance more than honest asking?
- Who in school could help you if a pupil's needs seem bigger than a classroom routine can meet?

Free worksheet from selfgrowth.org. Free self-growth worksheets for real life. Fill it in online and it saves as you go: selfgrowth.org/worksheets/self-advocacy-worksheet-for-teachers



If things feel heavier than a worksheet can hold

These are self-reflection tools, not therapy. If you're struggling, especially if you have any thoughts of harming yourself, please reach out to someone now. In the US, call or text **988**. In the UK & Ireland, call **116 123** (Samaritans). Elsewhere, find a free helpline at findahelpline.com. If you're in immediate danger, call your local emergency number.