

A Show is Coming to My School!



A visual guide to support pupils' understanding of a show visiting their school. This visual guide is designed for pupils who will watch a performance and experience a workshop in their school. It could be particularly relevant to pupils who benefit from Social Stories.

Teachers could read it with their classes before the arts organisations arrive, and it could be shared as a handout for parents and carers to read at home too. You are welcome to amend this resource so that it works best for your pupils.

In-Schools Touring: Schools' Resources

This pack contains:

A visual story to support pupils' understanding of what will happen

Information about the Access and Sensory Toolkit that we will bring to your school



A Show is Coming to My School!



A show is coming to my school.



My teachers have invited the show to my school.



It will be a different activity than I am used to doing in school, but that is OK.



My class will be there too.



My teachers will be there too.



If I need help, I can ask my teachers.

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The show coming to my school has been made by an arts company.



The arts company will visit my school to perform the show.



There will be grown-ups that I don't know. They will say hello. They will say their name.



There might be lots of grown-ups visiting my school for the show.



The show is performed at my school.



The room I watch the show in might look different to normal.

A Show is Coming to My School!



The show might use lights.



The show might use sets.



The show might use props.



The show might use sounds.



If it is too loud, I can cover my ears or use ear defenders.



I will meet the performers.

A Show is Coming to My School!



The performers will ask me to watch, and I will look and listen.



The performers might ask me to take part, and I can join in.



The performers might ask me to share, and I will take turns.



There will be fun activities to do.



The show is only coming to my school for one day. The visitors will say goodbye when they leave.



I will stay at school until home time. My class and my teachers will stay at school until home time too.

Access and Sensory Toolkit

The organisation visiting your school will bring an access and sensory tool kit containing a range of items that you can use to support pupils' engagement in the show and workshop.

The items in the kit have been selected to reinforce creative practice and maximise engagement.



Access and Sensory Tool Kit

The organisation visiting your school will bring the toolkit with them. You are welcome to use as many of the resources as you like if they are useful for your pupils.

What is in the Access and Sensory Took Kit?

We have listed the contents of the kit here, along with a suggested use. Please feel free to find alternative uses and engagement methods your pupils.

Returning Items

Please make sure anything you use is returned to the delivery team before they leave the school. They will also bring antibacterial wipes to clean returned items.



Ear Defenders - these are intended to work with the fidget noodles. The pupil could keep both during the session and use them by themselves. Ear defenders may help pupils experiencing sound sensitivity or those who would benefit from an individual fidget toy.

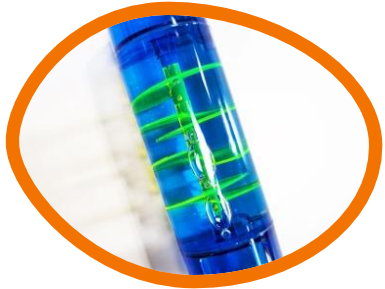


Fidget Noodles – these are intended to work with the ear defenders. The pupil could keep both during the session and use them by themselves. Fidget noodles may help pupils experiencing sound sensitivity or those who would benefit from an individual fidget toy.



Fidget Twisty Animals - These can be used on a small group basis. This interactive sensory fidget toy can support the narrative and the creative context while offering sensory relief. Animals have been chosen to introduce in narratives in a familiar and age-appropriate way.

Access and Sensory Tool Kit



Quiet Sensory 5-Minute Timer – This timer is likely to be most effective in the workshop and any task-based sections of the session. It can be used for a group or for an individual pupil. It may be particularly helpful to anticipate changes to atmosphere, environment or schedules. If pupils are familiar with the ‘zones of regulation’, the timer supplied is green, which may help reinforce the associated emotions of ‘happy and focused’, ‘calm and proud’.



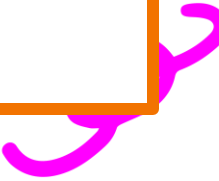
Squishy Mats - These mats offer an alternative way to engage with art tasks or physical expression. They are big enough to use in pairs or be or to use individually as a ‘working mat’. Multiple mats are provided so that staff can use one to mirror any shapes a pupil traces out. Soft, flexible and light, these mats can be engaged with in many different ways.



Bubble Fidget - This fidget toy is designed to offer sensory exploration. These can be used individually or in pairs. The fidget holes are in lines and rows of different colours to help mirroring and encouraging independence by working together supportively from separate areas of the mat.



Feelings & Sensory Fans- If a pupil is preverbal or finding it challenging to communicate any discomfort, these fans can offer an alternative way to express their thoughts and feelings.



Thank you!

We hope that your school enjoyed the show and that you have found these resources useful for your pupils.

Please share your experiences with other teachers in your network and encourage schools to sign up for information about next year's Primary Arts programme at:

www.anewdirection.org.uk/primary-arts



About New Direction

A New Direction is an award-winning charity (1126216) working to enhance the capacity and agency of children and young people in London to own their creativity, shape culture, and achieve their creative potential.

Primary Arts is supported by The City of London Corporation City Educational Trust Fund (29084), a City of London Corporation charity. We are extremely grateful to them for their support.



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