

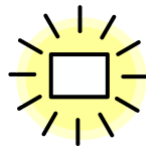


I'm



Going to

a



New



Classroom



I



am going

to



use

a



new



classroom.



My



new



classroom

is



at



Going to

a

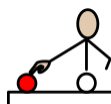


new



classroom

means



that



some things

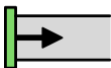


may



be different.

















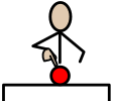
















 like.



My



new



classroom

is

_____.



I



may

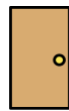


use

a



different



door,



corridor

or



route

to



get there.



An



adult



can



help



me



find



my



classroom

if



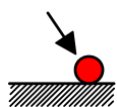
I



need



help.



There



may

be



people



in



my



new



classroom



who



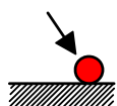
I



already



know.



There



may



also

be



people



I



do not know



yet.



I



may

be



with

_____.



I

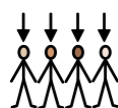


do not have

to



remember



everybody



straight away.



My



new



classroom



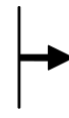
may



look



different



from



my



old



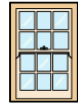
classroom.



The furniture,



displays,



windows,



doors

or



equipment



may



be

in



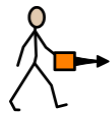
different



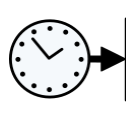
places.



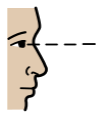
I can



take



time to



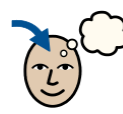
look



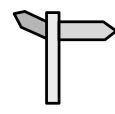
around

+

and



learn



where

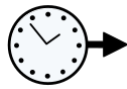


things

are.



There



will

be a



place

for



some

of



my things.



I



may



have

a



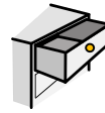
peg,



tray,

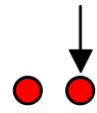


locker,



drawer

or



another

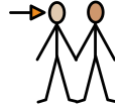


place

to



keep



them.



My



place

is

_____.

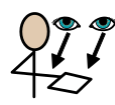


An

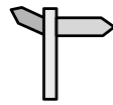
adult



can



show me



where



my things



go.












 classroom.









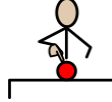






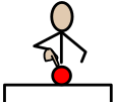


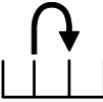














I



may



leave



my

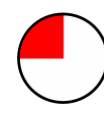


classroom

for

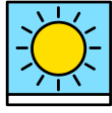


some



parts of

the



day.



I



might



go to

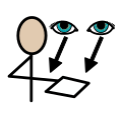


places

such as



I can



be

shown

the



way

to



places



I



need

to



use.



I can



ask

for



help

if



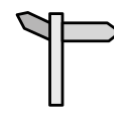
I



am not



sure



where



to go.



My



new



classroom



may



sound,



look

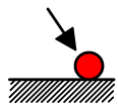
or



feel



different.



There



may

be



different



lights,



noises,



smells,



people

or



movement.



Some things



may



feel



comfortable

+

and



some things



may



feel



difficult.



I can

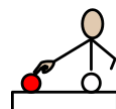


use

the



things



that



help



me,

such as



I



might



have



different



feelings



about



going to



my



new



classroom.



I



might



feel



interested,



worried,



excited,



unsure,



calm,

or



something



else.



My



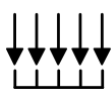
feelings



might



change.



All of



my



feelings

are

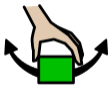


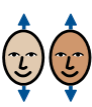
OK.

It is  OK if I  do not know what to do.

I can  ask  for help  in the way  that works for

 me.

If I  need a break,  I can  use  _____

My  I  agreed quiet  or break  space is _____.

_____ is someone  I can  go to  for help. 



I

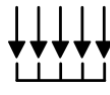


do not have

to



know



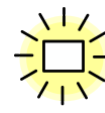
everything



about



my



new



classroom



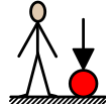
straight away.



Some things



may



stay

the



the same



and



some things



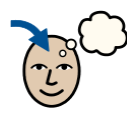
may



be different.



I can

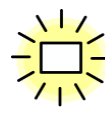


learn



about

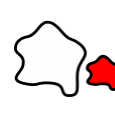
the



new



classroom



a little



at a



time.



I can



ask questions.



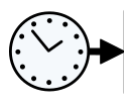
It is

OK

to



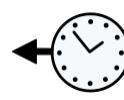
need



time to



get



used to

a



new



place.

Notes for Parents and Carers

Before using this story, personalise it with information that is accurate for the child or young person. Where possible, use real photographs alongside Widgit symbols.

- The date the classroom change will happen.
- A photograph of the new classroom door and room.
- A simple route to the classroom.
- Names and photographs of key adults.
- Names or photographs of familiar people who will be there.
- The child or young person's peg, tray, locker or belongings space.
- The usual timetable or first-day sequence.
- Important places they may need to find.
- The agreed quiet or break space.
- The child or young person's communication method and sensory supports.

