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- GPs
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Following the principles within the General Data Protection Regulation (GDPR), MCH processes your data for purposes of:

- provision of health or social care or treatment
- medical diagnosis
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- management of health or social care systems and services, carried out by, or under the supervision of health professional or another person, who in the circumstances owes a duty of confidentiality under an enactment or rule of law

Who to contact
Children's therapy
t: 0300 123 3444
Medch.childrenscommunity@nhs.net

Our privacy notice is available at medwaycommunityhealthcare.nhs.uk/privacy/

If you would like to view or request a copy of your patient record, please email medch.dataprotection@nhs.net or call 01634 334640. In most instances this service is free and we aim to provide the requested information within 1 calendar month. More information can be found by visiting:
medwaycommunityhealthcare.nhs.uk/contact-us/information-about-me/

Medway Community Healthcare provides a wide range of high quality community health services for Medway residents; from community nurses and health visitors to speech and language therapists and out of hours urgent care.

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Please send any comments about Medway Community Healthcare services to: -
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MCH House, Bailey Drive, Gillingham, Kent, ME8 0PZ
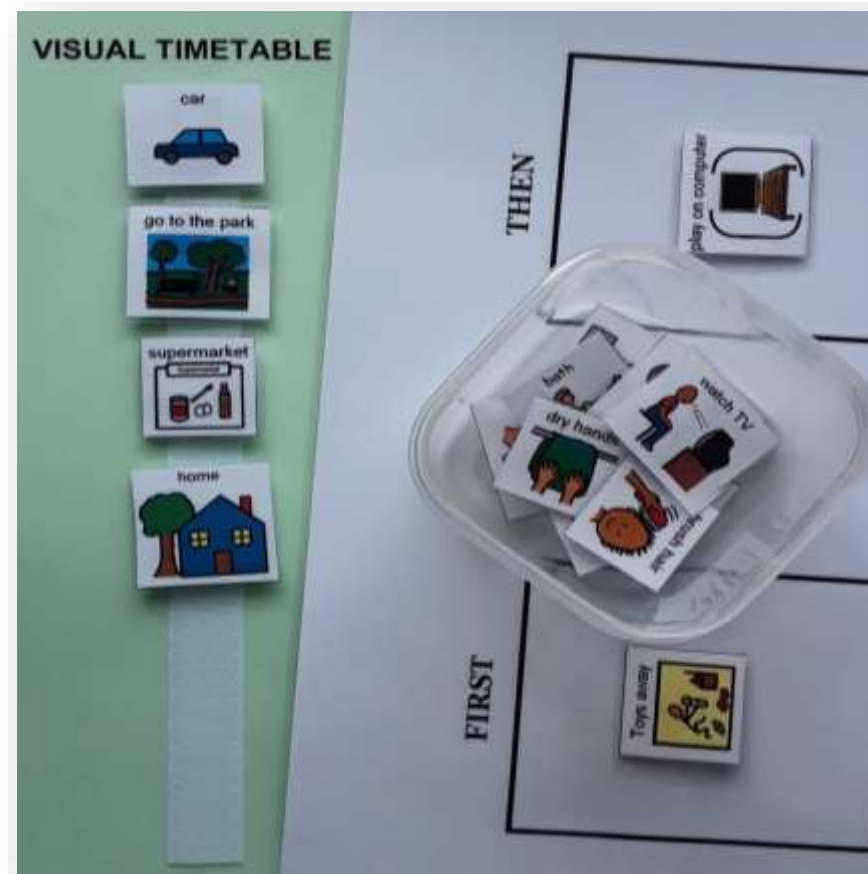**t:** 0300 123 3444
medch.customercare@nhs.net

All contact will be treated confidentially This information can be made available in other formats and languages. Please email medch.communications@nhs.net

Ref: MCH 588

Visual Timetables
A Guide to Visual Timetables and How to Prepare Your Own

What is a Visual Timetable

A Visual Timetable is designed to aid a child in understanding a series of events or activities which they are to engage in at school or at home.

When a child is prepared for what is expected of them in terms of daily activities, they will feel less anxious and find complying with activities or adult's requests easier.

Simple, age appropriate images or symbols are used to represent a task, these are placed on a 'timeline' with the earliest activity first, laying out the child's day. However the timetables can be broken down to just mornings, afternoons or show a week.

Alternatively a Visual Timetable can break individual activities or tasks down in to manageable segments which the child can follow. Or support them to engage in a task they find challenging by indicating 'First' and 'Then'

Visual Timetables:
- give children structure to the day
- promote independence
- reduce anxiety
- increase confidence
- build upon pupil's strength as a visual learner
- build upon pupil's desire for routine, predictability and organisation
- give permanency

It is important that a child understands what the symbols mean before using and images should be clear and have concrete meaning and not be abstract. Symbols can either be placed from left to right or top to bottom of a Visual Timetable

Visual Timetables in school
- They can be used with the whole class where they need to be displayed in a position so that the whole class can see OR smaller versions can be made for individual children and placed on their desk for ease of access where they can remove each symbol as an activity is completed.
- Teachers should refer to the timetable throughout the day until pupils become familiar with their usage.
- In school timetables can also be used to aid a child by breaking down activities such as changing/dressing for PE
- They can be used to encourage a child to 'First' complete an activity they find challenging (writing) and 'Then' they can do something they find easier or more enjoyable.

Visual Timetables at home
- In the home visual timetables are used to guide the child through activities of daily living (eg washing, brushing teeth, going to the toilet, dressing), and support parents in dealing with challenging behaviours
- Parents should refer to the timetable during the day.
- When helping to lay down boundaries, or encourage a child to complete an activity they find challenging the use of visual timetables needs to be used with simple, reduced verbal communication eg 'first' eat dinner, 'then' watch TV.
- For those children who find change difficult visual timetables can help to prepare them for trips to the shops, dentist, park or long car journey.
- Helps a child to learn what they need to take to school, eg PE kit, lunch box etc, if a visual timetable is placed by the door and should be clearly seen when they leave.

Making Visual Timetables at home or school.

There are apps available and it is possible to find images on line. The simplest form of Visual Timetable is to laminate a piece of card and attach a strip of velcro. The images used also need to have velcro attached and there should be a box or bag available for the child to place the completed activity or task.

In the home photos can be taken and printed of bed, bath, toilet car etc and a library of images built up of daily objects, places, and activities. Can also use old magazines or catalogues to collect images of toys, furniture etc

The number of images/symbols each child can cope with varies. Some cope with 6 – 8, others with only 2 or 3. It is best to experiment initially, increasing number as skill child's develops.

Put the pictures on the timetable strip in the order that they will happen. Show the child the strip and tell them the first two items. EG "bath time first then bed time". Point to each picture as you say it. Then say "bath time" again and take the child to the bath. When the first activity is finished, show the child the timetable again. This time say "bath finished" and get the **child** to take the bath picture off the strip and place in box/bag. Then show them the next picture along (which will now be the first one). Repeat for each activity.