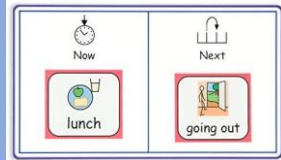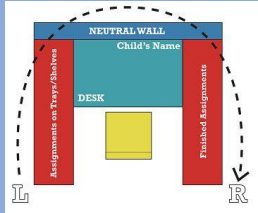**TEACCH Autism: Universal Academy approach**

To achieve consistent Academy autism and AET standards, a consist approach will be employed by all staff to best support and develop social communication and problem-solving skills, to address sensory issues and promote emotional well-being for all pupils.

Therefore, we implement **an enabling learning and communication environment** in all teaching spaces through the following TEACCH principles of Good Autism Practice:

TEACCH principle	Structured Teaching Strategy (every child)	What it looks like in practice ?
Physical Structure and Organisation	1. Classroom environment is clear and manageable for children with ASD	• Zoned activity areas are clearly defined with signage (e.g. for independent work, outdoor zone, group interaction, play, transition to wait and line up). • Physical and visual boundaries (furniture, materials, tape on floor) • Classroom arrangement allows for maximum independence (schedules, communication systems, individual equipment) • Communication and new vocabulary is displayed in the classroom • Cornerstones display in the classroom • Phonics and reading display in the classroom • Reading books in the classroom • Maths materials in the classroom (e.g. Numicon) • Zones of Regulation are displayed in every environment across the setting • Classroom arrangement allows for supervision of all children (e.g. clear line of sight at all times)
	2. Physical environment is free of distracting stimuli	• Sources of visual and noise distractions are minimised in work areas (e.g. displays kept to boards, no work on walls, pupil not seated near open window) • Classroom materials are labelled and well organised and put away when not in use • All surfaces are kept clear at all times • The floor is clear at all times
	3. Classrooms are easy to identify and designed to address skills across the curriculum	• Daily activities consistently occur in designated areas • Areas match individual stage and developmental level (e.g. snack, play, self-help, work area) • Materials in each area are easily accessible • Transition areas are incorporated into classroom space (e.g. lining up markings on floor, wait chairs).
	4. Environment is modified to match individual's needs, learning styles and sensory differences	• Observational, qualitative assessment is used to determine how individuals respond to physical environment and used to make changes to address individual needs • Peterborough Paston Pack -sensory profile is used to inform observations across the day and different environments

		• Zones of Regulation are displayed in every environment across the setting
	5. Environments across the school day are modified to match individual needs	• Visual and physical boundaries are in place (may be portable) and across all environments (e.g. outdoors, PE, lunch hall, Corridors, transition hubs, etc) • Signs, symbols and floor markings are in place • Zones of Regulation are displayed in every environment across the setting

TEACCH principle	Structured Teaching Strategy (every child)	What it looks like in practice ?
Schedules 	1. Visual schedules and related components are used consistently throughout the day	• Overall classroom schedule is prominently displayed next to the smartboard that indicates staff and child assignments. It is referred to at the end of each activity. • Individual schedules are used constantly throughout the day • Visual and verbal cues are used to prompt the individual to initiate use (check) their schedule • Classroom areas are visually labelled with matching schedule components (e.g. pocket with matching object, photo, icon)
	2. Individual schedules are designed to match developmental level, strengths and needs	• TEACCH assessment is used to determine the appropriate schedule (e.g. form, length, location, method to manage) • Individuals have their daily schedule adjusted to their stage and developmental level
	3. Individuals are taught how to use the visual schedule and how to address changes that occur in the schedule	• Individuals are prepared for changes in schedules activities (e.g. visual cue to indicate a change in the expected activity or person) • Staff prompt individuals with minimal verbal/physical cues when teaching use of schedule
	4. Visual Schedules are used within classroom activities and outside of the classroom throughout daily activities (lunch, PE, Forest School, cooking room, outdoor play)	• Individual schedules move with child across setting OR elements of visual schedules are located across setting (e.g. transition cards, schedule cues, matching pockets)
	5. Overall classroom schedule is prominently displayed (next to the smart board) indicating staff and child assignments, locations and activities	• Activity symbols are removed once they are completed so children can see clear progress throughout their day and concept of 'finished' is explicit
Work Systems	1. Individualised work systems and related components are used consistently throughout the day	• A work system is in place for every child to use during independent work time (the organisation and structure of the work system should answer 4 questions for the individual: 1. What work do I do? 2. How much work? 3. When am I finished?

			4. What activity do I do next? • Work systems are used consistently during independent work sessions • Individual is using work systems independent of teacher prompting • The 4 questions of the work system are being visually answered during teaching sessions
	2.	Work systems are designed to match the individual's developmental level, strengths and needs	• TEACCH assessment is used to determine appropriate length and format • Components of the work systems are individualised to match developmental level (form, organisation and sequencing, concept of finished, what happens next and location of work materials)

	3.	Activities and tasks within the work system are related to identified goals, targets and objectives (of the curriculum/ learning profile/EHCP)	• Activities incorporated into the work system are meaningful and relevant to the child and focus on their independent:
			    o learning profile
			    o EHCP goals
			    o Functional life skills
			    o Independent daily functioning skills (OT)
			    o Fine motor skills
			    o Academic goals and objectives
			    o Speech and language goals

	4.	Activities used in the independent work system are individualised	• Tasks used in independent work areas reflect previously mastered skills and re rotated on a regular basis to allow for revisiting skills and focus on:
			    o using skills in a flexible manner (applying and problem solving)
			    o the generalisation of skills across environments, people and materials
			    o incorporate strategies that will support the application of those skills outside the classroom environment

	5.	Work systems are used across the classroom and beyond independent sessions (eg: art, PE, hygiene, circle time, cooking room, lunch time, play time, Forest School)	• The 4 questions above are answered visually for individuals when they arrive at a number of school locations/participate in a number of school activities • An individual work system might be used during different classroom activities if needed. Eg: circle time, self-help skills, reward time.
	1.	Individuals are following material structure and visual support independent of teacher prompting	• Written/visual instructions are provided in all activities and work tasks • staff do not rely on giving verbal prompts

Material Structure and Visual Supports		• visual instructions are individualised to match child's developmental level (e.g. materials, pictures, lists)
	2. Tasks and activities are visually clear and individualised to meet need	• Elements of visual organisation are incorporated in work tasks and class activities: materials are contained, stabilised, segmented and limited as needed by the individual • Tasks and activities are organised in a variety of formats (ie: folders, books, trays, baskets) • Visual clarity is provided in work tasks can class activities (ie: use of colour coding and highlighting)
	3. Tasks are meaningful and engaging	• Individual interests are incorporated into the tasks and activities
	4. Material structure and visual supports are used throughout the individual's daily activities (ie: independent work, teaching sessions, PE, playtime)	• Created to explicitly teach the generalisation of skills and strategies • Created to teach flexibility
TEACCH principle	**Structured Teaching Strategy** (every child)	• **What it looks like in practice ?**
Behaviour Management	1. Behaviour management strategies are influenced by an understanding of the learning styles of autism	• Behaviour challenges are analysed and reframed from the perspective of the child with ASD (iceberg model) • Behaviour interventions are designed and implemented around an understanding of the developmental level of the individual with ASD • The individual child's EHCP provision is delivered for each area of need as this underpins behaviour management • Emotions, feelings and self-regulation strategies are explicitly taught through Zones of Regulation each day • Each child has a personalised individual map of sensory and physical activities to aid their self-regulation • The critical language of Zones of Regulation and Think Social are used consistently in all situations, ie: 'What Zone are you in?' 'Is it a big or little problem?' Expected vs unexpected behaviour, 'How do you feel today?' • Reduced language without metaphor or sarcasm • Enough time to process language

		• All transitions are calm and planned and escorted by adults • Dismissal for taxi collection is through MS teams and radios are not used • Distraction limited environments across all school areas and zones • Sensory and movement breaks are contained within individual schedules throughout the day
	2. Behaviour management strategies are primarily proactive	• Behaviour management strategies emphasise positive, antecedent based approaches and the prevention of behaviour problems
	3. Behaviour problem solving process guides the intervention to address the behaviour	• Meaningful structure is modified or developed • New expressive communication skills are taught • Social skills are taught (explicitly through Zones and Think Social) • Coping and emotional regulation skills are taught (explicitly through Zones and Think Social)
	4. Positive behaviour support plan is in place for staff response when the behaviour occurs	• TEACCH assessment is used to inform the behaviour solving process • EHCP provision is securely in place for the individual • A positive behaviour support plan is written, reviewed and all staff are informed through briefing
	5. Data are constantly recorded on behaviour plans and summarised/analysed regularly	• An effective system for collecting data has been established (ABC charts) • Data is monitored on a regular basis (CPOMS) • Interventions are modified based on data collected (TEACCH behaviour problem solving process)