

Bricknell Primary School's TEACCH Rooms

TEACCH 1 and TEACCH 2

Rationale

At Bricknell, we have three TEACCH SEN provisions within our school setting, an EYFS TEACCH room, TEACCH 1 for KS1 children and TEACCH 2 for KS2 children. We are committed to meeting the needs of all children in order to support them in achieving their optimal potential throughout their lives. Some children require support academically, some with regards to their communication and some with their social, emotional and behavioural difficulties which can create a barrier to learning within a mainstream class. Our TEACCH Rooms are very carefully designed to meet these children's needs whilst providing them with the tools to self-regulate, become emotionally literate and ultimately reduce and remove any barriers to success. TEACCH Rooms are a short-term, focused intervention for children with these particular identified needs which are stopping them from succeeding within the main classroom environment. It provides a safe, predictable environment where the unique developmental needs of each child are met. At Bricknell, our aim is to equip the children within our TEACCH Rooms with resilience, improved communication skills and self-regulation so that they can access the main classroom successfully; no child will remain in the TEACCH Rooms indefinitely.

There are a variety of ways in which we achieve this:

- All children accessing the TEACCH Rooms in a morning are reintegrated back into their classrooms for the afternoon. This gives them the opportunities to practise and generalise the skills that they have learned in the TEACCH Rooms, whilst also allowing them to continue to be part of the wider school setting.
- All TEACCH Rooms staff work extremely closely with the children's class teachers to share planning, resources and progress. This ensures that when the children are working within the classroom during an afternoon their work is pitched appropriately, the teachers have strategies in place to support their individual needs and there is consistency in approach, allowing the children to succeed.
- Class teachers and TEACCH Room staff work collaboratively to complete Pen Portraits of the children who access the TEACCH Rooms. This ensures that all staff that may come into contact with these children are aware of the strategies, triggers and resources needed to support the child.

Our TEACCH Rooms staff are highly trained in a variety of conditions which may affect the social, emotional and communication skills of a child. This includes: Attachment disorder, Foetal Alcohol Syndrome, Asperger's and Autism Spectrum Disorder and Oppositional Defiance Disorder as well as many more. Furthermore, the TEACCH Rooms are overseen by the school Special Educational Needs Coordinator as well as our Educational Psychology to ensure that provision is correct and effective for all children.

At Bricknell, we feel that there are six key principles of TEACCH Room provision which are fundamental to ensuring that the provision is effective in the setting:

- Learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in the lives of children and young people.

Our TEACCH Rooms allows the children to access their academic learning at a developmentally appropriate level for them, in a safe, calm and nurturing environment. Furthermore, the provision ensures that key points of transition in a vulnerable child's life, such as moving key stage, are dealt with appropriately,

taking their individual needs into account at all times. We understand that children are not ready to access their learning fully if they do not feel safe, able to communicate and able to regulate their behaviour, and we support them in achieving this, and therefore allowing them to achieve throughout life.

Assessment and Progress

Some children within the TEACCH Rooms have Education, Health and Care Plans (EHCPs) and therefore have bespoke Long Term Outcomes that they are continuously working towards. In conjunction with these, the children with EHCPs also have a Curriculum Assessment Toolkit file (CATs) which breaks down all of the objectives in the National Curriculum into small steps. This allows the teachers to identify increments of progress and identify the next step for the child moving forward.

Any child accessing the TEACCH Rooms, who do not have an EHCP, have their work pitched at the age appropriate level, differentiated for their ability. This allows the children to continue to work towards Age Related Expectations, whilst also having their work carefully planned to ensure that gaps in knowledge are being plugged simultaneously.

Many children accessing the TEACCH Rooms also receive support from external agencies. This may include: IPASS, physiotherapy, Autism Outreach, Behaviour support outreach, occupational therapy among others. Any reports and assessments undertaken feed into the children's targets and provision, ensuring that a holistic approach is taken to allow the child to progress in all areas.

Organisation

The TEACCH Rooms follow the TEACCH approach for all children. Highly structured learning is at the heart of the approach, which is designed to build the child's resilience, independence and academic ability. The children work through the cycle of independent time, choosing time and teacher time, allowing them to access social and academic tasks independently.