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*TEACCH AT GREEN LANE*

Green Lane School follows the 5 key principles of TEACCH across all classes (structure, consistent schedules, and establishment of expectations, maintenance of routine and implementation of visual cues).

TEACCH covers: visual structure, physical structure and work systems. Our learning environments are set up to best support our pupil’s needs.

**All pupils at Green Lane access support to their learning through their interests, needs and the ability to think flexibly.**

Pupils in our Cedar pathway will have access to visual systems and structures. Some pupils may require structured work systems in the means of basket work to support and build on their independence. Pupils access a topic led curriculum which encourages play based learning in the form of indoor and outdoor continuous provision, activities are formed on pupil’s interests.

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| --- | --- | --- | --- |
| Maple | Elm | Willow | Oak |
|  | Pupils within this pathway will use a structured learning style to build on communication, independence and social skills.  Pupils will access the TEACCH approach used as a strategy through basket work or offices to build on structure, routine and independence.  The environment in this pathway is structured and zoned to support pupils learning and attention.  Pupils in this pathway require visuals to support their learning, communication, emotional regulation support and transitions.  Pupils in this pathway require individual timetables which are broken down further than lessons. | Pupils in this pathway will follow a physical structure within their classroom e.g. clear learning board, work tables following an autism friendly approach. Pupils in this pathway will work in groups and alongside their peers. Some pupils in this pathway may require an independent work station/office. Some classes still need to follow the model of working with children 1:1 at a work base.  Independence is built upon within this pathway.  Pupils will require visual supports to support transitions throughout the day. Some pupils do not require this and can cope with verbal or written instructions.  Pupils in this pathway access a whole class timetable. Some pupils have an individual visual timetable and other visual supports. | Pupils in this pathway will follow a physical structure within their classroom e.g. clear learning board, worktables following an autism friendly approach. Pupils can have busier displays with bright colours and a working wall. Pupils in this pathway can work independently and are encouraged to work alongside their peers and group work.  Independence is apparent within this pathway.  Pupils in this pathway may require less visual supports and need writing to support them to structure the day including transitions. |