

TEACCH Approach

Intent

At River View Primary School, we use the TEACCH (Treatment and Education of Autistic and Communication related handicapped Children) approach to provide a structured, predictable and supportive learning environment that enables all pupils to achieve success. Through the use of visual supports, structured teaching and clearly organised learning environments, we aim to reduce anxiety, increase independence and support children to understand expectations and routines.

The TEACCH approach promotes communication, engagement, self-regulation, organisation and independence. By adapting the environment to meet individual needs, we seek to remove barriers to learning and enable pupils to access the curriculum, develop confidence and prepare for the next stage of their education.

Implementation

The TEACCH approach is implemented through the consistent use of structured teaching strategies, visual supports and adapted learning environments. Staff use individual pupil profiles, assessment information and ongoing observations to determine the level of structure and support required. The examples below demonstrate how TEACCH principles may be applied in practice.

TEACCH Principle	Purpose	Examples in Practice	Expected Outcome
Physical Structure	Create clear and predictable learning spaces.	Defined workstations, visual boundaries, sensory spaces, clearly organised resources.	Reduced anxiety and improved engagement.
Visual Schedules	Support understanding of routines and transitions.	Now/Next boards, visual timetables, first/then boards, transition cards.	Increased independence and smoother transitions.
Work Systems	Enable pupils to understand what to do and when they have finished.	Task trays, independent workstations, colour-coded	Increased task completion and independence.

		systems, finished boxes.	
Visual Instructions	Reduce reliance on verbal language.	Visual task cards, photographs, symbols, checklists, modelling.	Improved understanding and participation.
Structured Tasks	Provide clear expectations and achievable outcomes.	Matching activities, sorting tasks, sequencing activities, structured literacy and numeracy tasks.	Increased confidence and success.

Examples of TEACCH Activities

Area of Development	Example Activities	Resources
Independence	Workstation tasks, filing activities, task boxes	Visual instructions, work trays
Communication	Symbol matching, requesting activities, sequencing routines	Symbols, photographs, communication boards
Fine Motor Skills	Threading, peg boards, construction tasks	Fine motor resources
Literacy	Structured reading tasks, matching words to pictures	Books, symbols, task cards
Numeracy	Sorting, counting and sequencing activities	Counters, number cards
Life Skills	Snack preparation, organising belongings, following routines	Visual checklists, task strips

Impact

Children will demonstrate increased independence, engagement and confidence within learning environments. Through the consistent implementation of TEACCH principles, pupils will develop a greater understanding of routines, expectations and task requirements, enabling them to access learning with reduced levels of adult support.

Children will show improvements in organisation, self-regulation, communication and task completion. The structured and predictable nature of the approach will support positive transitions, reduce anxiety and promote greater participation in both adult-led and independent activities. Ultimately, pupils will be better equipped to access the curriculum and successfully progress to the next stage of their education.