SEND

Using the Work/ Reward system 1

What is it? *A highly structured and visual teaching and learning system. It is also known as the 'Structured Teaching Approach'. Formulated in America as 'Treatment and Education of Autistic and related Communications Handicapped Children' (TEACCH)*

What are the benefits of using it? *System works to the strengths of visual learners, Clear structure shows and supports the child to know how they can learn/ complete tasks, tasks are clear, explicit and self-explanatory so leaner can achieve success with growing independence and minimal distraction. Successful for pupils with communication & interaction difficulties/ Autism and those with significant concentration difficulties.*

What to do and what is needed:

Step 1... Access will be needed to a regular quiet distraction free space in which to sit and work **(an individual workstation or enclosed safe area)** which helps aid focus and forms part of the structured teaching approach. This should only be used when child is required to complete a structured task/ learning activity for short regular periods. If this is not entirely possible use of a **privacy style screen** which will reduce stimulus and distractions should also support this way of working.

Step 2... Prepare a **visual schedule/strip** using photographs/ symbols (pictures, shapes or colours) that child will recognise, and attach them to a card using Velcro. Place one corresponding symbol (picture/shape/colour) on each activity basket with an adjacent Velcro spot so that child can match the photographs/ symbols.

Step 3... Agree upon a **reward** *(time at a self-chosen activity, bubbles etc)* that they can do upon finishing the tasks, allow child to chose own reward/ activity [indicated by star symbol at the end of the visual schedule/strip] or an actual photograph of the real reward could be used and placed there.

Step 4... Begin with the expectation of child completing 1 adult/basket activity followed by their own choice and build gradually until they can do 2 short adult-directed tasks, when comfortably able to manage 2 tasks and sit for this length of time consider planning for introduction of a 3rd task.

REMEMBER: **Activity baskets** should include an activity that is visually self-explanatory, and has a definite end, for example a simple inset puzzle, sorting activity or a certain number of resources needed to complete task.

You can personalise schedules to match children's interests

Links to EYFS: Communication & Language, Personal Social & Emotional Development, Cross-curricular links

SEND Code of Practice: Communication & Interaction, **Cognition & Learning,** Social Emotional & Mental Health