THE CONSTELLATION TRUST

KS2 Pod – Paisley Primary School

The KS2 TEACCH Provision at Paisley Primary School is an internal, morning-based provision designed to support pupils who benefit from a highly structured, predictable and visually supported learning environment. The provision is rooted in the TEACCH approach, enabling pupils to develop foundational knowledge, learning behaviours and independence through clarity, consistency and routine. The KS2 TEACCH Provision focuses on securing academic foundations and engagement skills, ensuring pupils are prepared to apply learning successfully within their mainstream classrooms.

Pupil Avatar – Who Might Be Allocated Here?

A typical pupil accessing the KS2 TEACCH Provision is a Key Stage 2 learner who:

- Has cognition and learning needs requiring teaching at a developmental level
- May have ASD, SEMH needs, trauma or anxiety affecting engagement
- Finds unstructured or language-heavy classrooms challenging
- Benefits from visual structure, clear expectations and repetition
- Pupils may have an EHCP, be working towards one, or be receiving graduated support. They are capable learners who thrive when learning is explicit, sequenced and predictable.

Purpose and Intent

The KS2 TEACCH Provision aims to:

- Secure foundational academic knowledge at pupils' cognitive level
- Develop the ability to sit, attend, engage and work independently
- Build positive learning behaviours, resilience and confidence
- Reduce barriers linked to processing, regulation or executive functioning
- Enable pupils to generalise learning into mainstream classrooms

Curriculum Implementation – TEACCH Model

The provision follows a structured daily cycle, ensuring repetition, clarity and independence.

Independent Time:

- Structured workstation-based tasks
- Builds focus, stamina and independence
- Reinforces previously taught academic content
- Supports pupils to complete tasks with minimal adult input

Choosing Time:

- Adult-curated choice activities
- Reinforces foundational knowledge through purposeful engagement
- Encourages curiosity, motivation and positive interaction
- Supports safe, respectful and meaningful play

Teacher Time:

- Explicit teaching of new skills
- Re-teaching and overlearning to secure understanding
- Clear modelling and guided practice
- Teaching aligned to individual learning plans or EHCP outcomes

Foundational Knowledge

- Reading: Fluency, comprehension and vocabulary taught through explicit instruction
- Maths: Number sense, calculation and reasoning using concrete and visual supports
- Writing: Handwriting, sentence structure, organisation and stamina through scaffolded tasks

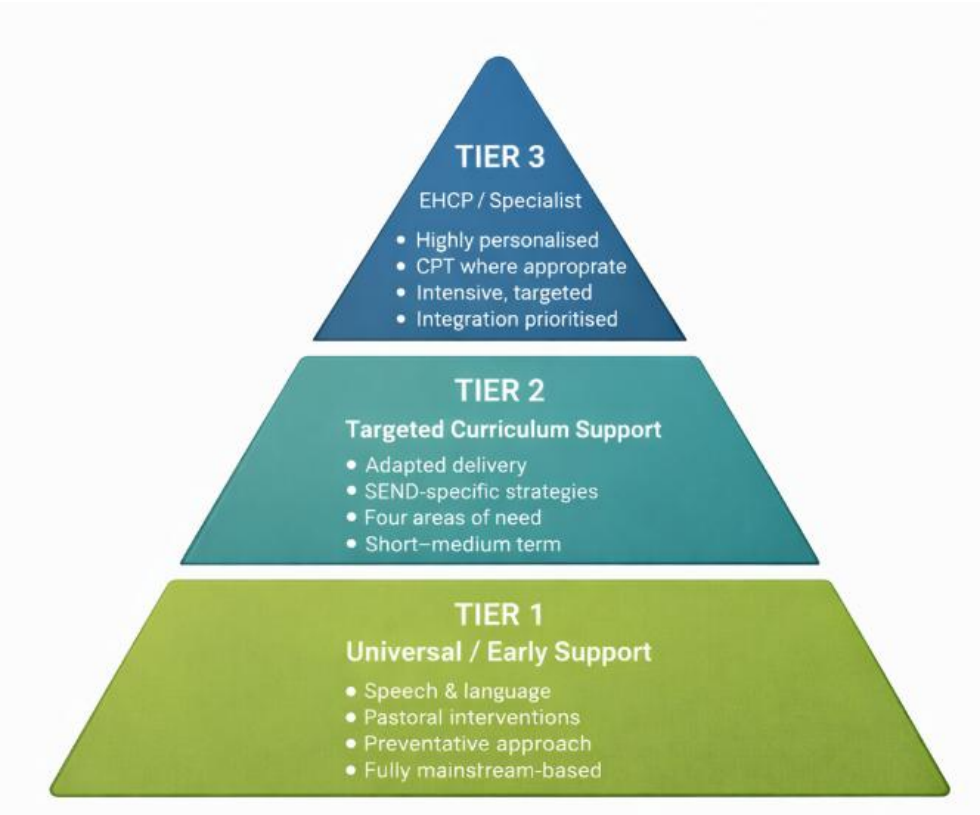
- Spelling: Systematic spelling instruction linked to phonics and patterns
- Oracy: Functional and academic language, sentence stems and self-advocacy

Integration and Generalisation

The TEACCH Provision operates in the morning only, allowing pupils to:

- Practise skills in a structured setting
- Apply learning and behaviours in mainstream classrooms each afternoon
- Generalise independence, communication and engagement
- Close collaboration with class teachers ensures strategies and expectations are consistent.

Tiered Support Model



Impact on pupils:

- Secure foundational academic skills
- Increase independence and engagement
- Develop confidence and resilience as learners
- Access mainstream learning more successfully