

Supporting Learning and Sensory Needs

Lakenheath Specialist Provision Unit

Page 1 – Workstations & Green/Red Trays

What are Workstations? Structured teaching spaces that allow children to work independently or with minimal support, based on the TEACCH system, approved by the National Autistic Society (UK).

TEACCH Principles: - Teaching – Clear, structured activities - Expanding – Small, achievable steps - Appreciating – Recognising strengths and interests - Collaborating – Working together with the child - Cooperating – Encouraging participation - Holistic Approach – Supporting social, emotional, sensory, and cognitive development

Green & Red Trays: - Green Tray: Achievable tasks completed independently - Red Tray: Empty; serves as a storage/transition area for completed Green Tray tasks

Why we use them: - Builds independence and confidence - Provides predictable structure - Encourages learning and problem-solving - Individualised to each child

How it works in school: 1. Complete Green Tray independently 2. Place completed activity in Red Tray 3. Adult observes and supports only if needed 4. Tasks repeated or rotated based on individual needs

At home: - Provide small, achievable tasks - Praise effort and completion - Use predictable routines

Page 2 – Literacy: Little Wandle SEND & Bertha the Bus

Little Wandle SEND Phonics: Structured phonics programme adapted for SEND pupils

Bertha the Bus: Song-based phonics activity for letter recognition and sounds

Why we use them: - Supports early literacy and phonics skills - Reinforces letter-sound correspondence - Encourages attention, participation, and engagement - Adaptable to individual needs

How it works in school: - Join in songs and corresponding activities - Use tactile/visual cues for letters - Small group or 1:1 sessions with adult support - Regular repetition consolidates learning

At home: - Sing Bertha the Bus songs together - Encourage letter recognition through play (sand, playdough, tracing)

Page 3 – TacPac

What is TacPac? Combines music and tactile touch to support communication and sensory regulation

Why we use it: - Supports communication and social interaction - Regulates sensory input - Builds body awareness - Encourages positive emotional responses

How it is done: - Calm, low-stimulus environment - 20–30 minute sessions, daily or 2–3x/week - Music paired with tactile objects (brushes, cloths, foil) - Delivered by a familiar adult, touch adjusted to comfort - Observe and record responses

Expected Outcomes: - Improved regulation and relaxation - Increased engagement and interaction - Greater body awareness

Page 4 – Bucket Time

What is Bucket Time? Sensory play with materials in a bucket or tray, developing sensory awareness, fine motor skills, and engagement

Why we use it: - Supports sensory regulation - Develops fine motor skills - Encourages curiosity and exploration - Promotes social interaction and confidence

How it works in school: - Explore materials like sand, water, foam, slime, or small toys - Child-led exploration with guidance if needed - Sessions last 10–15 minutes

At home: - Provide safe sensory materials - Allow exploration at child's pace - Praise effort and enjoyment

Page 5 – Deep Pressure Stimulation (DPS)

What is DPS? Gentle, firm pressure applied to muscles/joints to support regulation and body awareness

Why we use it: - Calms the nervous system and reduces anxiety - Supports sensory regulation - Improves body awareness and coordination - Promotes focus and wellbeing

Examples: - Weighted blankets, lap pads, vests - Firm hugs or bear hugs - Wall push-ups, pushing heavy objects - Blanket rolls, body socks - Trampoline/crash mat play - Therapy putty or stress balls

Key points: - Always individualised and child-led - Short bursts are effective - Part of a wider toolkit to support regulation

Page 6 – Summary

All strategies – Workstations & Green/Red Trays, Little Wandle SEND Phonics, Bertha the Bus, TacPac, Bucket Time, DPS – aim to: - Support independence and engagement - Address sensory, communication, and learning needs - Build confidence and wellbeing - Provide structured, predictable, and enjoyable learning experiences