

Tiffield Academy.



# A Guide to Interventions at Tiffield Academy.

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Version 1: September 2025

“An intervention is not a correction; it’s an invitation to grow.”

### Our Vision & Intent

At Tiffield Academy, interventions are an extension of our belief that every young person can grow, thrive, and develop in all aspects of their life. Guided by our core values — be kind, be curious, be ambitious — we design interventions that nurture the whole child and strengthen the partnerships between staff, learners, and families.

Our vision is to deliver interventions that are proactive, personalised, and rooted in genuine understanding. We see interventions not as separate programmes, but as purposeful opportunities woven into daily life, enabling every learner to build confidence, develop their sense of self, and experience success. By working together positively and consistently, we ensure that interventions become a powerful tool for unlocking potential.

### Our Mentor team

Our Mentors deliver targeted, high-impact interventions that are carefully tailored to each learner’s individual needs, strengths, and areas for development. They work closely with learners adapting their approach to ensure every session is meaningful, personalised, and aligned with the learner’s goals. This individualised focus helps learners build confidence, develop key skills, and make sustained progress in the areas that matter most to them.

Emma Stanyon



“In my role, I support strong communication between home and school, working closely with families to address concerns, remove barriers, and improve attendance, wellbeing, and engagement. I focus on early support, guidance, and building positive, trusting relationships with parents and carers. I also deliver Rebound Therapy, providing structured, therapeutic trampoline-based sessions that help learners develop balance, coordination, confidence, and emotional regulation.”

Amy Hickinbottom

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“As the Learning Mentor for Behaviour & Engagement, I review behaviour reports across all classes to spot patterns and concerns, then use this information to plan and deliver targeted interventions that support learners’ behaviour, engagement, and overall progress.”

Hanane Lahmidi



“I give our youngest learners the strongest possible start by creating a warm, nurturing environment where they feel safe, confident, and ready to explore. I build early foundations in communication, regulation, and interdependence, adapting my support to each child. Across EYFS and KS1, I model positive behaviour, scaffold learning through play and meaningful interactions, and provide targeted interventions that help every child progress and thrive.”

Maddy Nixon & Shanice Bodily



“We deliver SEMH interventions for our learners, focusing on areas such as social skills, emotional regulation, communication, anxiety, feelings, friendships, and the *My Inner Chimp* approach. Alongside this, we are delivering trauma-informed interventions to further support learners

with more complex needs”

Molly Strudwick-Faragher



“I support learners by leading purposeful, engaging playtimes that help them build social confidence, emotional regulation, and positive relationships. I actively guide play, model inclusive interactions, and step in with targeted interventions when needed, ensuring every child feels seen, supported, and able to thrive in a joyful, structured play environment.”

Molly Rogers



“I offer learners hands-on guidance through Forest School in the woodland, helping them build confidence, curiosity, and resilience through meaningful outdoor experiences. I create a safe, nurturing space where they can explore, take supported risks, work together, and reflect on their own growth as they connect with the natural world.”

### Interventions

At Tiffield Academy, we use approaches to support learners’ communication, interdependence, mental health, wellbeing, and positive behavior. We prioritise the holistic development and academic progress of every learner. Through a nurturing, inclusive environment, we empower pupils to thrive, build confidence, and achieve their full potential.

Our Team can offer the following interventions:

*The list is not exhaustive*

### TEACCH Approach

As a special school supporting pupils from Early Years through to Post-16, we are committed to creating an environment where every young person can learn, grow, and thrive. Our practice is rooted in the TEACCH approach, a highly structured, evidence-informed framework designed to meet the needs of autistic learners and those who benefit from clarity, predictability, and visual support.

At the heart of TEACCH is a simple but powerful belief: every child has strengths, skills, and potential, and our role is to build on these to promote meaningful development. Across all phases of our school, we use TEACCH principles to create learning environments that reduce anxiety, increase independence, and enable pupils to access learning with confidence.

What We Offer Through the TEACCH Approach:

#### 1. A Carefully Organised Physical Environment

We design classrooms and shared spaces that are calm, purposeful, and clearly structured. Physical boundaries help pupils understand where activities take place—such as work areas, play zones, sensory spaces, and transition points. This clarity supports focus, reduces cognitive load, and helps pupils feel secure in their surroundings.

#### 2. Predictable Schedules and Sequenced Activities

Every learner has access to a personalised schedule that shows what is happening, when it will happen, and what comes next. These may use words, symbols, photos, or objects depending on the learner’s needs. Schedules support emotional regulation, reduce uncertainty, and help pupils prepare for transitions throughout the day, week, and term.

### 3. Structured Work Systems

Work systems are designed to answer three essential questions for each pupil:

*What do I need to do?*

*How much do I need to do?*

*What happens when I'm finished?*

By making expectations clear and manageable, learners develop independence, confidence, and the ability to complete tasks with increasing autonomy. Tasks are organised in a logical sequence—often from left to right or top to bottom—to support understanding and success.

### 4. Routines That Build Security and Flexibility

Consistent routines help learners feel safe and ready to learn. We teach learners how to check their schedules, follow their work systems, and move through their day with increasing independence. Over time, we also support learners to cope with changes and develop the flexibility needed for life beyond school.

### 5. Visual Structure to Support Understanding

We use visual cues to clarify expectations, support communication, and make learning accessible. Examples include:

- colour-coded resources
- visual instructions
- step-by-step task examples
- labelled storage
- visual prompts for social or emotional understanding

These supports help learners process information more easily and engage successfully in learning activities.

### A Continuum of Support from Ages 4 to 18

Across all key stages, our TEACCH-informed practice ensures that learners experience:

- a nurturing, predictable environment that reduces anxiety and supports emotional well-being
- highly structured learning opportunities tailored to individual strengths
- consistent visual supports that promote understanding and independence
- carefully planned routines that prepare pupils for life beyond school
- progressive skill development in communication, self-regulation, and functional independence

From early years exploration to post-16 preparation for adulthood, our approach ensures continuity, clarity, and a deep understanding of each learner's needs.

### Attention Autism

At Tiffield Academy, Attention Autism is a key intervention used to develop learners' attention, communication, social interaction, and engagement in learning. Designed by Gina Davies, the approach uses highly motivating, visually engaging activities to capture attention, build shared enjoyment, and support pupils in developing the foundations needed for successful learning.

Attention Autism is delivered across the school for pupils aged 4–18, with sessions adapted to developmental stage, sensory needs, and communication profiles. The programme is structured, predictable, and joyful, creating opportunities for pupils to experience success, build confidence, and participate in shared learning experiences.

### Overview of the Attention Autism Scheme

Attention Autism is delivered through a four-stage programme, each stage building on the skills developed previously. The scheme aims to nurture:

- attention and focus
- shared attention and joint engagement
- turn-taking and social interaction
- listening and communication skills
- emotional regulation through predictable, motivating routines
- confidence, curiosity, and participation

Below is an overview of the four stages:

#### Stage 1: The Bucket – Focusing Attention

The adult presents a series of exciting, visually stimulating objects from a “bucket” to capture and sustain the pupils' attention. Purpose:

- build focused attention
- develop anticipation
- create shared enjoyment
- establish the adult as a source of motivation

#### Stage 2: Attention Builder – Sustaining Attention

The adult demonstrates a visually engaging activity (e.g., foam painting, colour mixing, spinning objects) that encourages pupils to watch for longer periods. Purpose:

- extend attention span

- support visual tracking
- encourage engagement without needing to participate yet

### Stage 3: Turn-Taking – Shifting and Sharing Attention

Pupils are invited to take turns participating in a simple, motivating activity. Purpose:

- develop turn-taking
- support social communication
- encourage learners to shift attention between adult, peers, and activity
- build confidence in participating

### Stage 4: Independent Working – Focusing, Transition, Watching, Doing

learners complete a simple activity independently after watching the adult model it.

Purpose:

- develop independence
- strengthen sequencing and following instructions
- support problem-solving and task completion
- generalise skills into classroom learning

### What This Means for Our Learners

Through Attention Autism, we offer:

- highly motivating, structured sessions that support engagement
- predictable routines that reduce anxiety and support emotional regulation
- opportunities for communication, both verbal and non-verbal
- shared experiences that build social understanding
- progressive skill development from early attention to independent working
- adaptations for sensory needs, ensuring all learners can access the programme
- a joyful, interactive approach that celebrates success and builds confidence

Attention Autism is embedded into our wider curriculum and intervention offer, ensuring learners experience consistent opportunities to develop attention, communication, and social learning in a supportive, engaging environment.

### Curiosity Approach

At our school, The Curiosity Programme forms an important part of our intervention offer. Developed by Gina Davies, the programme is designed to spark interest, build engagement, and nurture the foundations of communication and learning through highly motivating, sensory-rich experiences.

The Curiosity Programme recognises that children learn best when they are interested, relaxed, and emotionally ready to engage. It focuses on creating irresistible learning opportunities that capture attention, encourage exploration, and promote shared enjoyment between learners and adults. The approach is particularly effective for autistic learners and those who benefit from structured, visually engaging, low-demand activities.

### What the Curiosity Programme Offers

#### 1. A Focus on Intrinsic Motivation

The programme uses exciting, unusual, and visually stimulating activities to naturally draw pupils in. Rather than prompting or directing, adults create an environment where learners want to look, explore, and join in. This builds the foundations for communication, attention, and social interaction.

#### 2. Low-Demand, High-Interest Activities

Activities are designed to reduce pressure and remove performance expectations. Learners can watch, explore, or participate at their own pace. This supports emotional regulation, reduces anxiety, and helps learners feel safe and ready to engage.

#### 3. Shared Joy and Connection

Adults model curiosity, enthusiasm, and playfulness, creating moments of shared enjoyment. These positive emotional experiences strengthen relationships and help learners develop trust, confidence, and readiness for learning.

#### 4. Development of Early Communication Skills

Through watching, exploring, and interacting, pupils develop:

- joint attention
- turn-taking
- early social communication
- shared focus
- engagement with adults and peers

These skills form the foundation for later communication and learning.

#### 5. Sensory-Rich, Visually Engaging Experiences

The programme uses materials that are colourful, noisy, messy, or unusual to stimulate curiosity. This supports sensory exploration, encourages experimentation, and helps learners understand cause and effect.

#### 6. A Flexible, Inclusive Approach

The Curiosity Programme can be adapted for:

- whole-class sessions
- small groups
- individual learners
- a wide range of sensory and communication needs

This flexibility ensures that all learners can access the programme in a way that suits their developmental stage.

### What This Means for Our Learners

Through the Curiosity Programme, we offer learners:

- opportunities to explore and discover in a safe, nurturing environment
- experiences that build attention, engagement, and early communication
- activities that promote emotional well-being and reduce anxiety
- shared moments of joy that strengthen relationships
- sensory exploration that supports cognitive and physical development
- a pathway into more structured learning approaches, such as Attention Autism or TEACCH

The programme helps learners develop the curiosity, confidence, and readiness they need to engage more fully in learning across the school day.

### Intensive Interaction

At Tiffield Academy, we also offer Intensive Interaction to all our learners. This is a highly nurturing, relationship-based approach that supports the development of early communication and social connection. It is designed for learners who are at the earliest stages of communication and focuses on building shared attention, engagement, and emotional connection through simple, enjoyable interactions.

The approach follows the learner's lead, using their actions, sounds, movements, and interests as the starting point for communication. Adults respond in a warm, attuned, and playful way, helping learners develop key foundations such as:

- shared attention
- turn-taking
- eye contact and facial engagement
- early vocalisation and communication
- emotional regulation
- positive relationships with others

Intensive Interaction creates a safe, low-demand space where learners can explore communication at their own pace, building confidence, trust, and readiness for more structured learning.

This approach is embedded throughout the entire school day and across all environments. It is not a standalone session but a way of working that is woven into every interaction, routine, and learning opportunity. Staff use it consistently, all day, every day, to support communication, engagement, and meaningful connection for our learners.

### TACPAC

TACPAC (Tactile–Auditory Programme for Awareness and Communication) is a sensory-based intervention designed to support communication, emotional regulation, and connection through the use of touch and music. It pairs specific tactile experiences with carefully chosen pieces of music to help learners make meaningful sensory links, develop body awareness, and build trusting relationships with familiar adults.

TACPAC is particularly effective for learners who benefit from structured sensory input, including those with communication difficulties, sensory processing differences, or early developmental communication needs. The approach is calming, predictable, and relational, helping learners feel safe, regulated, and ready to engage.

### How We Deliver TACPAC in Our Interventions

At Tiffield Academy, TACPAC is delivered as a planned, personalised intervention that takes place in a quiet, low-stimulus environment. Sessions are:

- one-to-one or very small group, depending on the learner’s needs
- led by trained staff who understand each pupil’s sensory profile
- delivered using consistent routines to promote predictability and emotional safety
- paced slowly to allow pupils time to process sensory input
- responsive to the learner’s cues, comfort levels, and communication attempts

During sessions, staff use a set sequence of tactile objects paired with music tracks. This helps pupils:

- develop sensory tolerance and enjoyment
- build anticipation and shared attention
- strengthen early communication skills
- improve emotional regulation
- form positive, trusting relationships with adults

TACPAC is integrated into our wider intervention offer and complements approaches such as Intensive Interaction, Attention Autism, and TEACCH by supporting learners to become more regulated, connected, and ready for learning.

## Interoception

Interoception is the sense that helps us understand and interpret the internal signals of our body—such as hunger, thirst, temperature, pain, tiredness, or the need to use the toilet. It also plays a key role in recognising emotions, because feelings like anxiety, excitement, or frustration often begin as physical sensations. Many autistic learners and those with sensory processing differences can find interoceptive signals confusing, overwhelming, or difficult to notice, which can impact emotional regulation and daily independence.

Interoception-based interventions help learners learn to notice, interpret, and respond to these internal signals more effectively. Over time, this supports improved self-regulation, emotional awareness, and independence in everyday routines.

## How We Deliver Interoception Interventions

At our school, interoception is delivered through structured, personalised sessions that help learners explore and understand their internal body signals in a safe, supportive way. Our approach includes:

- guided sensory activities that help learners notice how different movements or sensations feel inside their body
- emotion-body mapping, helping learners link physical sensations to emotional states
- modelling and co-regulation, where adults help learners identify and label sensations as they occur
- practical routines, such as recognising thirst, tiredness, or the need for movement
- visual supports and simple language to help learners make sense of internal cues
- repetition and consistency, allowing learners to build awareness gradually and confidently

Interoception work is delivered both through targeted intervention sessions and embedded throughout the school day, helping learners apply their developing awareness in real-life contexts such as transitions, learning tasks, and self-care routines.

## Zones of Regulation

The Zones of Regulation is used by our pathway 3 & 4 learners at Tiffield Academy to help develop emotional awareness, self-regulation, and strategies for managing their feelings and behaviour. The approach teaches learners to recognise their internal states and to understand how these states influence their readiness to learn, social interactions, and overall wellbeing.

The framework groups emotions and levels of alertness into four colour-coded zones:

- **Blue Zone** – low energy states such as tiredness, sadness, or boredom

- **Green Zone** – calm, focused, and ready to learn
- **Yellow Zone** – heightened emotions such as frustration, excitement, or anxiety
- **Red Zone** – intense feelings such as anger, panic, or extreme distress

Using this language enables learners to identify how they are feeling and to communicate this clearly to staff. It also supports staff in responding consistently and proactively.

Through structured teaching, modelling, and reflection, learners learn:

- To recognise and label their emotions
- To understand the triggers that influence their zone
- To develop personalised regulation strategies
- To build resilience and problem-solving skills
- To apply self-regulation strategies in real-life situations

Activities such as check-ins, visual supports, sensory tools, and guided discussions help learners practise these skills throughout the day. Staff work with learners to ensure that emotional development is supported as part of their wider curriculum and personal learning journey.

By integrating the Zones of Regulation into both classroom practice and therapeutic support, Tiffield Academy promotes emotional literacy, independence, and positive mental health for all learners.

### Social Stories

Social Stories are short, personalised narratives that help learners understand social situations, expectations, and routines in a clear, supportive way. They use simple language, positive phrasing, and visual cues to explain what will happen, why it happens, and how the learner can respond. Social Stories are especially effective for autistic learners and those who benefit from explicit teaching of social understanding, emotional regulation, and everyday problem-solving.

The aim is to reduce anxiety, build confidence, and support learners to navigate situations that may otherwise feel confusing or overwhelming.

### How We Deliver Social Stories in Our Interventions

At our school, Social Stories are used as a targeted, personalised intervention to support learners with specific social, emotional, or behavioural needs. Our delivery includes:

- Individualised stories written for each learner's developmental level, communication style, and understanding
- Use of visuals, symbols, or photographs to support comprehension
- Calm, predictable reading sessions, where adults share the story with the learner at a time when they are regulated and ready to learn

- Repetition and consistency, allowing the learner to revisit the story regularly until the concept becomes familiar
- Positive, strengths-based language, focusing on what the learner can do and what will help them succeed
- Integration into daily routines, helping learners apply the story’s message in real-life contexts such as transitions, friendships, self-care, or emotional regulation

Social Stories are reviewed and adapted as the learner’s needs change, ensuring they remain meaningful, accessible, and supportive.

### Colourful Semantics

Colourful Semantics is a structured language and literacy approach used at Tiffield Academy to support learners in developing their understanding of sentence structure, vocabulary, and narrative skills. The approach breaks sentences down into key components and assigns each part to a specific colour. This visual framework helps pupils understand how sentences are built and supports them in organising their ideas more independently.

The system typically follows a sequence such as:

- **Who?** – the subject (e.g., *the boy*)
- **What doing?** – the verb or action (e.g., *is running*)
- **What?** – the object (e.g., *the ball*)
- **Where?** – the place (e.g., *in the park*)

By using consistent colour coding, learners can visually map out sentences, making abstract language concepts more concrete and accessible. This supports a wide range of communication and literacy skills, including:

- Building simple and complex sentences
- Developing narrative and storytelling abilities
- Expanding vocabulary
- Improving comprehension
- Supporting spoken and written language

At Tiffield Academy, Colourful Semantics is used alongside our literacy programmes to scaffold learning in a way that is engaging, inclusive, and adaptable to individual needs. It is integrated into classroom teaching, small-group interventions, and 1:1 support, helping learners to develop confidence and independence in both their communication and literacy skills.

### Sensory Circuits

Sensory Circuits is a structured sensory-motor programme designed to help learners regulate their bodies, organise their thinking, and prepare for learning. It uses a sequence of physical activities that stimulate different parts of the sensory system—supporting

attention, emotional regulation, body awareness, and readiness to engage in classroom tasks. Sensory Circuits are particularly effective for learners with sensory processing differences, autism, ADHD, or those who benefit from movement-based regulation.

The programme typically follows three stages:

- Alerting activities to energise and awaken the body
- Organising activities to support motor planning and focus
- Calming activities to settle the body and prepare for learning

This structured flow helps learners achieve an optimal level of regulation for the school day.

### How We Deliver Sensory Circuits in Our Interventions

At Tiffield Academy, Sensory Circuits are delivered as a targeted intervention for learners who benefit from structured sensory input. Our approach includes:

- Small-group or individual sessions, depending on the learner's needs
- Daily or regular timetabled sessions, often at the start of the day or before key learning periods
- Use of a consistent routine, helping learners feel secure and understand what to expect
- Activities tailored to each learner's sensory profile, ensuring the right balance of alerting, organising, and calming input
- Close adult support, modelling movements, ensuring safety, and helping learners recognise how their bodies feel
- A focus on regulation, not performance—learners participate at their own pace and ability level

Sensory Circuits help learners transition into learning with improved focus, emotional readiness, and physical regulation. Over time, learners develop greater self-awareness and the ability to use movement as a tool for managing their own sensory needs.

### Rebound Therapy

Rebound Therapy is a therapeutic approach that uses a trampoline to support physical development, sensory regulation, communication, and emotional well-being. It provides controlled movement, deep pressure, and rhythmic bouncing, which help learners develop body awareness, balance, coordination, and muscle tone. The trampoline also offers a highly motivating and enjoyable environment, making it an effective tool for engagement and confidence-building.

Rebound Therapy is particularly beneficial for learners with physical disabilities, sensory processing differences, autism, and those who require support with motor planning,

regulation, or postural control. Sessions are always delivered safely by trained staff following recognised Rebound Therapy principles.

### How We Deliver Rebound Therapy in Our Interventions

At our school, Rebound Therapy is delivered as a targeted, personalised intervention that supports each learner's physical, sensory, and emotional needs. Our delivery includes:

- One-to-one or small-group sessions, depending on the learner's profile and safety requirements
- Trained staff who follow structured Rebound Therapy programmes and adapt activities to individual needs
- Clear routines and predictable session structures, helping learners feel safe and ready to engage
- A focus on regulation, using movement to support calming, alerting, or organising the sensory system
- Opportunities for communication, using the trampoline as a motivating context for interaction, turn-taking, and shared enjoyment
- Progressive physical development, including balance, core strength, coordination, and spatial awareness
- Close monitoring of safety and comfort, ensuring each learner experiences positive, controlled movement at a pace that suits them

Rebound Therapy sessions are designed to be enjoyable, therapeutic, and confidence-building. They help pupils regulate their bodies, develop physical skills, and engage more successfully in learning throughout the school day.

### Total Communication Approach

Our school uses a Total Communication Approach, which means we value and support every form of communication a learner may use. This approach recognises that communication is individual, dynamic, and multi-modal. By offering a wide range of communication methods, we ensure that every learner has a meaningful way to express themselves, understand others, and participate fully in school life.

Total Communication is not a standalone intervention—it is embedded into everything we do, all day, every day. It underpins teaching, social interaction, emotional support, and independence skills across all environments.

### How We Deliver Total Communication

We use a combination of communication tools and strategies, tailored to each learner's needs. These include:

- Visual supports such as symbols, photos, objects of reference, visual timetables, and task sequences

- Makaton signing to support understanding, expressive communication, and shared interaction
- AAC devices (high-tech and low-tech) including communication apps, voice output devices, communication books, and core boards
- Physical communication such as gesture, body language, pointing, and movement
- Modelling and repetition, where adults consistently demonstrate communication methods throughout the day
- Clear routines and predictable structures that help learners understand expectations and communicate confidently
- A supportive, responsive environment where all attempts at communication are acknowledged, valued, and expanded

This approach ensures that every learner has access to the right tools at the right time, enabling them to communicate in the way that works best for them.

#### What This Means for Our Learners

Through the Total Communication Approach, learners experience:

- increased independence and confidence
- improved understanding and expressive communication
- reduced frustration and anxiety
- stronger relationships with adults and peers
- consistent communication support across all settings

By embracing all forms of communication, we empower our learners to connect, express themselves, and thrive throughout their school day and into adulthood.

#### Powerful Voices- Speech and Language Therapy Provision.

At Tiffield Academy, Powerful Voices delivers a comprehensive Speech and Language Therapy (SALT) service that supports learners across all areas of communication. The team provides a blend of whole-class environmental strategies and targeted direct interventions to ensure every learner can access meaningful communication opportunities.

Communication assessments take place both within the classroom and individually, enabling the team to identify each learner's strengths and needs and to shape effective, personalised support plans. Central to the offer is our Total Communication approach, which values and incorporates all forms of communication—spoken, written, and unspoken, including gesture, sign, facial expression, and other multimodal methods. This ensures that every learner is supported to communicate in the way that works best for them.

The SALT and Speech and Language Therapy Assistant (SLTA) work collaboratively with teaching staff to embed appropriate communication strategies throughout the school day. This includes training and hands-on support in the use of both aided and unaided Augmentative and Alternative Communication (AAC). Direct interventions are also available, such as 1:1 and group AAC modelling sessions, as well as TACPAC, which promotes communication development through touch and music.

Through this integrated and responsive approach, Powerful Voices aims to empower learners at Tiffield Academy to develop confidence, independence, and meaningful communication skills.

### Thrive – Occupational Therapy Provision

Through the Thrive offer, Tiffield Academy benefits from dedicated Occupational Therapy support one day each week. The Occupational Therapist works closely with pupils and staff to understand how individual sensory integration, functional skills, emotional development, cognition, and motor abilities influence each learner’s engagement and participation in school life.

The role of the Occupational Therapist includes:

- Working alongside teachers to plan daily activities that support the needs of individual learners as well as whole-class groups.
- Carrying out individual assessments and delivering targeted therapeutic interventions.
- Advising on environmental adaptations and recommending appropriate resources to enhance access to learning.
- Designing and implementing personalised interventions such as sensory circuits and sensory diets.
- Supporting teachers and pupils in achieving personalised learning and therapeutic goals through collaborative planning, individualised therapy, and small-group work.
- Providing staff training to build confidence and consistency in meeting learners’ sensory and functional needs.

This integrated approach ensures that learners receive tailored support that strengthens their regulation, independence, and readiness to learn.

### Trauma Informed Practice (PACE)

At Tiffield Academy, we use a trauma-informed approach grounded in the PACE model—Playfulness, Acceptance, Curiosity, and Empathy. PACE provides a relational framework that helps children feel safe, understood, and emotionally supported. It is especially effective for learners who have experienced trauma, attachment difficulties, or high

levels of anxiety, but it benefits all learners by creating a nurturing, emotionally attuned environment.

Trauma-informed practice recognises that behaviour is a form of communication and that emotional safety is essential for learning. Through PACE, we prioritise connections before correction, helping learners regulate, trust, and engage more confidently in school life.

### What PACE Means

- Playfulness: A warm, light, and friendly tone that helps reduce anxiety and builds positive relationships.
- Acceptance: Valuing the learner’s inner experience—acknowledging feelings without judgement, even when behaviour needs guidance.
- Curiosity: Wondering gently about what the learner might be feeling or needing, helping them make sense of their emotions.
- Empathy: Responding with compassion and understanding, showing the learner they are not alone in their experience.

### How We Deliver PACE

PACE is not a standalone intervention but a whole-school approach to relating to and supporting our learners. Staff use PACE across:

- classroom interactions
- regulation and sensory breaks
- social and emotional interventions
- transitions and routines
- moments of distress or dysregulation
- play, exploration, and relationship-building

Our delivery includes:

- emotionally attuned communication, using calm voices, gentle curiosity, and validating language
- co-regulation, where adults model calmness and support learners to manage big feelings
- safe, predictable routines that reduce anxiety and build trust
- strengths-based responses, focusing on connection, not punishment
- reflective practice, where staff consider the “why” behind behaviour
- consistent relational safety, ensuring every learner feels seen, heard, and valued

### What This Means for Our Learners

Through trauma-informed PACE practice, learners experience:

- stronger, trusting relationships with adults
- improved emotional regulation
- reduced anxiety and distress
- increased engagement and readiness to learn
- a sense of safety, belonging, and acceptance
- support that meets their emotional and developmental needs

PACE helps us create a school environment where every learner feels understood, supported, and able to thrive.

### Motivation and Regulation Support – “Let’s Make a Deal” Approach

At Tiffield Academy, our approach to motivation is grounded in the belief that long-term success comes from developing intrinsic motivation rather than relying on external rewards. Influenced by the principles explored in *‘Punished by Rewards’ (Alfie Kohn)*, we avoid traditional reward-based systems and instead use a structured, supportive method known as *“Let’s Make a Deal.”*

This approach uses a simple Now and Next approach to help learners understand expectations, stay focused, and engage positively with their learning. It provides clear, predictable steps that offer short-term extrinsic motivation while gradually building the internal skills needed for self-regulation, independence, and intrinsic motivation.

Through this system, staff work collaboratively with learners to:

- Clarify immediate tasks and upcoming preferred activities
- Reduce anxiety by providing structure and predictability
- Support engagement without relying on token-based reward systems
- Foster a sense of ownership and responsibility
- Build the foundations for intrinsic motivation over time

The “Let’s Make a Deal” approach is used consistently across interventions and classroom practice, ensuring that motivation strategies align with our wider therapeutic and educational ethos. It enables learners to feel supported, understood, and empowered as they develop the skills needed to engage meaningfully and independently in their learning.

### Bespoke Interventions

At Tiffield, we provide bespoke interventions tailored to the individual needs of each learner, ensuring that every child receives support that reflects their strengths, challenges, and personal learning profile. Our approach is flexible, responsive, and grounded in evidence-based practice, allowing us to design and deliver interventions that

truly make a difference. By working closely with learners, families, and professionals, we create personalised pathways that promote progress, wellbeing, and meaningful engagement in learning.

### Evidence

At Tiffield Academy, all interventions are carefully monitored, recorded, and reviewed using Evidence for Learning (EfL). This digital platform allows us to capture meaningful, real-time evidence of each learner's progress across all intervention programmes. By using photos, videos, observations, and annotated notes, we build a rich picture of how learners engage, respond, and develop over time.

Evidence for Learning enables us to:

- track progress against personalised targets
- document the impact of interventions such as TEACCH, Attention Autism, Intensive Interaction, Sensory Circuits, and others
- share clear, accessible evidence with families and professionals
- ensure consistency across staff teams
- reflect on what is working well and adapt interventions when needed

Because EfL is used all day, every day, it captures progress in real contexts—during structured sessions, classroom learning, social interactions, and daily routines. This ensures that our evidence reflects the whole child, not just isolated moments.

Through Evidence for Learning, we maintain a transparent, responsive, and highly personalised approach to intervention, ensuring every learner's achievements are recognised and their next steps are clearly understood.

### Assessment

We use a comprehensive approach to assessing the effectiveness of all interventions across the school, ensuring that every learner's progress is understood, celebrated, and used to inform next steps. Our assessment draws on Evidence for Learning (EfL), teacher judgements, Personal Learning Goals (PLGs) and EHCP reviews, creating a complete picture of each learner's development.

Evidence for Learning enables us to capture real-time observations, photos, videos, and annotated notes that show how learners engage with interventions in everyday contexts. Staff record progress against personalised targets, allowing us to track small steps, identify emerging strengths, and adapt support promptly.

Professional judgements play a crucial role in this process. Teachers and Mentors use their professional expertise, daily interactions, and deep knowledge of each learner to interpret progress, evaluate the impact of interventions, and identify areas requiring

further support. These judgements draw on classroom practice, intervention sessions, and wider developmental observations, ensuring assessment is holistic and meaningful.

Alongside this, Arbor, Provision Mapping and EHCP reviews provide a formal opportunity to evaluate progress. During annual reviews, we reflect on outcomes, analyse the effectiveness of current strategies, and work collaboratively with families and professionals to set new priorities.

Together, Evidence for Learning, teacher judgements, Arbor, and EHCP reviews form a robust assessment cycle that ensures interventions remain purposeful, responsive, and fully aligned with each learner's needs and aspirations.

### Suggested Reading

- *Punished by Rewards* – Alfie Kohn
- *After the Adults Change, Everything Changes* – Paul Dix
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- *NeuroTribes* – Steve Silberman
- *How do I Teach this kid?* Kimberly A Henry
- *The Explosive Child* – Ross Greene
- *The reason I jump.* David Mitchell
- *Poor* – Katriona O'Sullivan
- *Colourful Semantics: Activities for Developing Sentence Structure* – Alison Bryan
- *The New Social Story Book* – Carol Gray
- *Sensory Stories for Children and Teens with Special Educational Needs* – Joanna Grace
- *Intensive Interaction: Theoretical Perspectives* – Dave Hewett & Melanie Nind
- *Attention Autism: A Programme for Autism and Communication* – Gina Davies
- *The Interoception Curriculum* – Kelly Mahler
- *Sensory Circuits: A Sensory Motor Skills Programme* – Jane Horwood
- *Rebound Therapy Handbook* – Eddy Anderson
- *Building the Bonds of Attachment* – Daniel Hughes
- *Attachment-Focused Parenting* – Daniel Hughes
- *The Curiosity Approach* – Stephanie Bennett & Lyndsey Hellyn