

SCERTS at Abbot's Lea School

All students receive a baseline assessment in line with the EHCP process.

The assessment process involves:

- Gathering information from the student and the family
- Observing the student
- Assessment being scored with the information gathered
- My Plan© Including the targets agreed with the student and the family

A Family Centred Approach

“We are committed to working in united partnership with families, and will proactively seek family involvement in their child's education.”

ALS School Development Plan 2018-21

- Family members are recognised, respected and supported as experts about their child
- The assessment process gathers useful information directly linked to educational attainment
- It involves direct observations of a child in natural settings and uses multiple sources of information
- Following the assessment, feedback is given to families and directly addresses the strengths and needs of their child

For more information on SCERTS please see:

<http://www.scerts.com>



SCERTS at Abbot's Lea School



What does SCERTS stand for?

Social Communication

The development of spontaneous, functional communication, emotional expression and secure and trusting relationships with children and adults

Emotional Regulation

The development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting

Transactional Support

The use of supports to help the people supporting the young person to respond to the needs and interests, modify the environment, and provide tools to enhance learning

Partner Stages

There are 3 levels where people of differing abilities can benefit from SCERTS, and these are called Partner Stages:



Social Partner - I am using body language, gestures and facial expressions to communicate.

Language Partner - I am using single words and brief phrases to communicate with speech, signs or pictures.

Conversational Partner - I am using creative language to communicate and I am learning how to succeed in a range of social settings.

Social and Emotional Growth

The SCERTS model enables us to see a profile of students social and emotional growth. The areas included are shown below;

Happiness: the capacity to express positive emotion from every day activities.



Flexibility and resilience: the ability to flow with changes and stick with new challenges.

Sense of other: the capacity to understand the perspective of others.



Sense of self: the capacity to take pride in one's special qualities and achievements.

Active learning and organisation: the capacity to be engaged actively and organised in learning activities.



Cooperation and behaviour: the capacity to cooperate and regulate behaviour in social interaction.

Social membership and friendship: the capacity to be part of a social group and develop a network of friends.



Independence: the ability to use one's own resources to be successful.

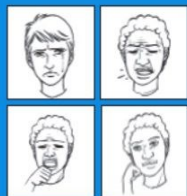



The ZONES of Regulation®

Self-regulation is something everyone continually works on whether or not we are cognizant of it. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).

The Zones of Regulation supports the SCERTS Model of practice as it helps students to recognise how they are feeling and learn how to communicate this. It also works on developing a 'tool kit' of strategies to help students to manage difficult emotions.

We use Zones to talk about what triggers their behaviours, and how others react to this.

It is important to recognise that everyone experiences all of the zones, and that Red and Yellow zones are not the 'bad' zones. All of the zones are expected in different situations.

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control

What is SCERTS?

- It is an evidence based, family-centred **approach** designed for students diagnosed with Autism or social communication difficulties
- The whole team around the student is involved in the **assessment**; including the student, their teaching staff, the Multi-Disciplinary team, and, of course, the family
- The assessment leads to a **plan** which is based on our knowledge of the core developmental **challenges** faced by the student and **support** we will offer
- The aim is to create meaningful and motivating **goals** for the student based on their functional needs and family priorities
- SCERTS provides **guidelines** to help the student become competent and confident social communications and active learner
- SCERTS gives us a **framework** to support the student's social communication and emotional regulation

At Abbot's Lea School we create productive learning environments with an understanding of the nature of social and emotional learning differences. This makes the social world more predictable and desirable for our students.

