



SCERTS AT GREEN LANE

Social Communication, Emotional Regulation, Transactional Supports.

All pupils at Green Lane access support to allow them to communicate with others and develop the ability to cope, make transitions and actively engage.

Social Communication = Supporting a pupil's ability to communicate, comprehend and collaborate with others.

Emotional Regulation = Supporting a learner's ability to cope, make transitions and engage with others.

Transactional Supports= Interpersonal and learning supports embedded in the natural environment to foster social communication and emotional regulation.

Pupils in our Cedar pathway is encouraged to build on skills to enhance their social communication and emotional regulation this is delivered through play-based activities. Following on from the assessment class/ transition years staff will use teacher judgements, observations and the SCERTS questionnaire to determine which children require to be assessed using the SCERTS model framework and will enter the pathway that has a focus on social communication and emotional regulation.

Maple Pathway	Elm Pathway	Willow Pathway	Oak Pathway
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<p>Pupils in this pathway are on the engagement model and require a sensory style of learning to promote the 5 key skills of the engagement model (initiate, explore, persist, anticipate and realise).</p> <p>Pupils in this pathway require a high level of structure and visuals.</p> <p>Encouragement for pupils to play alongside others, share and make requests is encouraged through play-based learning.</p> <p>SCERTS assessment is used on an individual basis.</p> <p>Some pupils in this pathway will have SCERTS goals as part of their IEP.</p> <p>Pupils in this pathway will be offered termly SCERTS clinics and for parents to attend SCERTS based groups for support.</p> <p>Pupils in this pathway will have a visual timetable, OT sensory supports and sensory integration support. Pupils will follow a total communication approach and use a variety of AAC supports to promote communication including what is appropriate to their level (objects for reference and photos).</p>	<p>We recognise that pupils in this pathway need a wider reaching curriculum and assessment tool that enables them to work on the skills connected to a clearer understanding of non-verbal and verbal communication, social understanding, and flexibility of thought and supporting their emotional understanding and regulation.</p> <p>Pupils in this pathway are assessed using the SCERTS assessment grids (joint attention, symbol use, mutual regulation, self-regulation, interpersonal support, learning support) staff will assess termly and log assessments in a central location. Pupils will work through partner stages from social partner, language partner and conversational partner.</p> <p>Pupils will have SCERTS targets for joint attention, symbol use, mutual regulation, and self-regulation. These targets are in the pupils IEP which is linked to the EHCP.</p> <p>The curriculum in this pathway will have a close focus on pupils SCERTS goals. Teachers will build lessons around pupils SCERTS targets and show links in both books and EFL tags and frameworks.</p>	<p>SCERTS is to be used as a framework which enables a range of strategies to be used in a holistic approach to autism (TEACCH, SPELL, AAC and sensory integration). Pupils within this pathway may still require emotional regulation or social communication support or strategies to enable them to be ready to learn.</p> <p>Pupils in this pathway will be able to move successfully through the SCERTS programme so do not need to be assessed using SCERTS model. Therefore, pupils will be able to access other curriculum areas more fully.</p> <p>Pupils in this pathway follow a creative curriculum with some discrete subject lessons.</p> <p>All teachers and subject leaders within this pathway have an understanding of the SCERTS programme for their curriculum coverage.</p> <p>Pupils in this pathway will be able to communicate for a purpose using words, signs or symbols (social communication).</p> <p>Pupils in this pathway are learning about their emotions and can use</p>	<p>SCERTS is to be used as a framework which enables a range of strategies to be used in a holistic approach to autism (TEACCH, SPELL, AAC and sensory integration). Pupils within this pathway may still require emotional regulation or social communication support or strategies to enable them to be ready to learn.</p> <p>Pupils in this pathway will be able to move successfully through the SCERTS programme so do not need to be assessed using the SCERTS model. Therefore, pupils will be able to access other curriculum areas more fully.</p> <p>Pupils in this pathway follow a curriculum that is subject specific.</p> <p>All teachers and subject leaders within this pathway have an understanding of the SCERTS programme for their curriculum coverage.</p> <p>Pupils in this pathway will be confident and competent communicators (social communication).</p> <p>Pupils in this pathway can think and talk about tools that help them to self-regulate (emotional regulation).</p>
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	<p>Parents will attend termly SCERTS clinics where the staff will share pupil's targets and give ideas on how they can support pupils to achieve their goals at home. Staff will complete a clinic log and monitor if parents use EFL to share evidence from home.</p> <p>Parents will attend termly SCERTS parent groups. The groups are specific for pupils needs. A questionnaire is sent out at the start of the academic year to ask parents if they require any particular support for strategies and training. Parents will attend sessions in school and transfer the skills out in the community.</p> <p>All teachers who work in this pathway have full 2 day SCERTS training.</p> <p>Teaching assistants who work in this pathway have had an overview of SCERTS training delivered by GLS autism lead.</p> <p>All pupils in this pathway have a SHINE OT programme.</p>	<p>words or symbols to regulate their arousal level (emotional regulation).</p> <p>Transactional supports in this pathway will look different for each pupil. Some pupils will require visuals, individual timetables and sensory supports. Pupils in this pathway will require adult support to complete work however access a mix of group, independent and supported work.</p> <p>Some pupils in this pathway have a SHINE OT programme.</p>	<p>Transactional supports in this pathway can still be visuals, some pupils access breakdowns and schedules in a written format. Pupils are supported to be able to work independently or alongside their peers. Pupils can be flexible so do not require an environment to be as structured as the other pathways.</p> <p>Some pupils in this pathway have a SHINE OT programme. Pupils will access sensory supports to regulate themselves.</p>
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