

Supporting Emotional Literacy

At Ashley School, we use the language of Zones of Regulation to discuss our emotions and the actions we can take to make good decisions, based on our feelings.

The **ZONES** of Regulation™

BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
Sad		Happy		Frustrated		Mad/Angry	
Sick		Calm		Worried		Terrified	
Tired		Feeling Okay		Silly/Wiggly		Elated/Ecstatic	
Bored		Focused		Excited		Devastated	
Moving Slowly		Relaxed		Loss of Some Control		Out of Control	

Children's needs are always changing and evolving and teachers should collate strategies that specifically support your child above the ordinarily available provision as part of the APDR cycle.



Useful Contacts

Your child's teacher should be your first port of call if you have concerns about your child's learning and development. Arrange a meeting through the school office.

parents@ashley.surrey.sch.uk
senco@ashley.surrey.sch.uk

National Autistic Society

<https://www.autism.org.uk/>

Barnardo's Cygnet Autism Support

<https://barnardos-parenting.org.uk/>

Mustard Seed Autism Trust

www.mustardseedautism.co.uk

Navigating the Maze - Toolkit for parents of Neurodivergent Children

www.mindworks-surrey.org

Mindworks Mental Health Crisis Line

0800 915 4644

24/7 service for families and young people

Useful Services



NEURODIVERSITY ADVISOR PADLET FOR PARENTS/CARERS

We understand that navigating life with a Neurodivergent child can be overwhelming. We have brought together key resources and information in a easy to use format.

Please scan the QR code to access our Padlet for Families.

NDAdvisors@surreycc.gov.uk



SUPPORTING FAMILIES

Autism



Autistic Spectrum FRIENDLY CLASSROOMS

Suspected/Diagnosed ASD/ASC

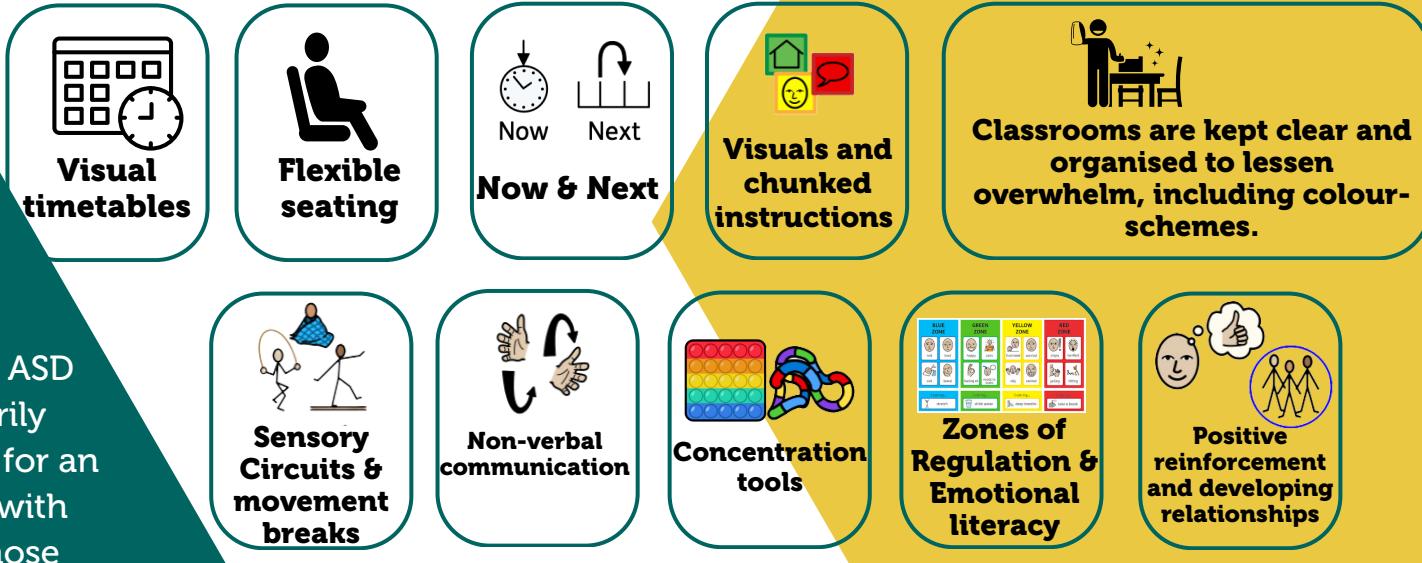
Children do not need a diagnosis to have their special educational needs recognised and supported in school. Support is on a needs-based model, rather than solely on diagnosis.

Ordinarily Available Provision (OAP)

As part of our inclusive approach, children with ASD will have their needs supported through ordinarily available provision. See our selection of criteria for an ASD-friendly classroom (right). Not all children with ASD will need to be on the SEND register, but those whose needs require support above the OAP, will have a SEND Support Plan (SSP) and further strategies documented. This is done in collaboration with families, teachers and SENCO.

Further Support

If your child needs targeted, intensive support, either internally or from external sources, then a Send Support Plan (SSP) is written and they are placed on the SEN register. The inclusion section of our website (link below) shares more about the process of identifying and supporting needs.



SEND Graduated Approach

