

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 Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated 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



CARE CHALLENGE EXPLORE



www.ashleyschool.org.uk

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.



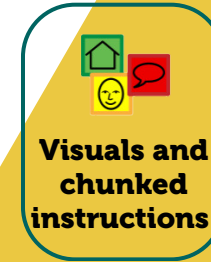
Visual timetables



Flexible seating



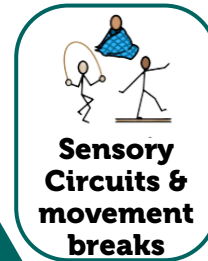
Now & Next



Visuals and chunked instructions



Classrooms are kept clear and organised to lessen overwhelm, including colour-schemes.



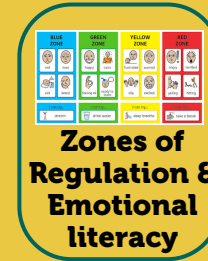
Sensory Circuits & movement breaks



Non-verbal communication



Concentration tools



Zones of Regulation & Emotional literacy



Positive reinforcement and developing relationships

SEND Graduated Approach

