SCERTS

at

Kingsland

School



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1. What is SCERTS?

SCERTS® is a research-based educational approach and multidisciplinary framework for working with children with Autism Spectrum Disorder (ASD). Its innovative approach directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. This is accomplished through family-professional partnerships (family-centred care), and by prioritizing the abilities and supports that will lead to the most positive long-term outcomes as indicated by the National Research Council (2001; Educating Children with Autism). As such, it provides family members and educational teams with a plan for implementing a comprehensive and evidence-based program that will improve quality of life for children and families.

SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings. It can be used with children and older individuals across a range of developmental abilities, including nonverbal and verbal individuals. It is a lifespan model that can be used from initial diagnosis, throughout the school years, and beyond. It can be adapted to meet the unique demands of different social settings for younger and older individuals with ASD including home, school, community, and ultimately vocational settings.

It provides specific guidelines for helping a child become a competent and confident social communicator, whilst preventing problem behaviours that interfere with learning and the development of relationships. It is also designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximize progress in supporting a child.

1.1 Key Definitions

The needs of an individual with ASD are defined in the DSM-5 diagnostic manual as:-

- Difficulty with communication and interaction with other people
- Restricted interests and repetitive behaviours
- Symptoms that hurt the person's ability to function properly in school, work, and other areas of life

The acronym SCERTS® refers to the focus on:-

"SC" – Social Communication: The development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with children and adults;

“ER” – 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;

“TS” – Transactional Support: The development and implementation of supports to help partners respond to the child’s needs and interests, modify and adapt the environment, and provide tools to enhance learning (e.g., picture communication, written schedules, and sensory supports). Specific plans are also developed to provide educational and emotional support to families, and to foster teamwork among professionals.

The SCERTS Model includes a well-coordinated assessment process that helps a team measure the child’s progress, and determine the necessary supports to be used by the child’s social partners (educators, peers and family members). This assessment process ensures that:-

- functional, meaningful and developmentally-appropriate goals and objectives are selected
- individual differences in a child’s style of learning, interests, and motivations are respected
- the culture and lifestyle of the family are understood and respected
- the child is engaged in meaningful and purposeful activities throughout the day
- supports are developed and used consistently across partners, activities, and environments
- a child’s progress is systematically charted over time
- program quality is measured frequently to assure accountability

1.2 Educational Needs of a SCERTS Learner at Kingsland School

Pupils with a diagnosis of ASD or associated difficulties require specific teaching and supports focusing on their language and communication, social and emotional skills, flexibility of thought and sensory processing. When supports are in place to ensure pupils are regulated, then they are calm and ready for learning.

Pupils with ASD at Kingsland School have a wide range of individual profiles of academic attainment, communication abilities, emotional understanding and sensory needs. For a number of our ASD learners, a SCERTS approach is needed as a means of providing specific support with social communication and emotional regulation, so that these pupils can access a broad and balanced range of other school curriculum activities.

For our SCERTS learners, we support teaching and learning in the following two areas of SCERTS:-

Social Communication

- Joint Attention
- Symbol Use

Emotional Regulation

- Self-Regulation
- Mutual Regulation

This learning is supported by staff adapting their own interactions and providing supports within the following area:-

Transactional Supports

- Interpersonal Supports
- Learning Supports

2. Overview of the SCERTS curriculum pathway

2.1 Curriculum Intent

Children who follow the SCERTS curriculum pathway will engage in learning activities that are motivating, interesting and engaging, and teach them skills for life. SCERTS learners will be taught functional skills that are integrated into daily curriculum sessions including:

- Expressive communication
- Receptive communication
- Social skills
- Joint attention
- Emotional understanding
- Emotional regulation
- Sensory regulation
- Self-awareness
- Awareness of others
- Independence skills

Non Subject Specific SCERTS Learners at Kingsland School

Pupils within our SCERTS classes follow a non-subject specific curriculum. The SCERTS approach is integrated and embedded into pupils' natural daily routines and curriculum lessons, alongside specific teaching of SCERTS targets in order to support pupil regulation through exciting, motivating and enjoyable interactions and activities. This teaching is planned for alongside the teaching of the fundamental aspects of the school's curriculum, within a non-subject specific approach.

Subject Specific SCERTS Learners at Kingsland School

Pupils in our SLD SCERTS classes are working within subject specific learning. They will follow the SLD curriculum alongside elements of SCERTS implementation. The SCERTS approach is integrated and embedded into pupils' natural daily routines and curriculum lessons, alongside specific teaching of SCERTS targets in order to support social communication and emotional regulation (see SLD curriculum pathway booklet).

Non Subject Specific SCERTS Individual Termly Planning Grid

INDIVIDUAL SCERTS TERMLY PLANNING GRID (Non-Subject Specific)

2025 – 2026

Child's Name: Child's Class: Partner Stage: Term:

EHCP Outcomes
Current IEP Targets
Termly SCERTS LOs List four SCERTS targets from correct communication partner stage to work towards across the term:

Termly Topic Focus: Name from topic overview and termly topic planning grid

Literacy and Communication Termly Planning	Cognition and Learning Termly Planning	PSED Termly Planning	Physical Termly Planning
PBL and RE Termly Planning			
Transactional Supports, Approaches, Supports and Resources that will be integrated into the day to support progress towards SCERTS outcomes and IEP targets:			

Subject Specific SCERTS Daily Planning Grid

SCERTS Daily Planning Grid

2025 – 2026

Child's Name: Child's Class: Partner Stage: Term:

Educational Outcomes	Transactional Supports	Activity Ideas	End of Term Evaluation towards Educational Outcomes
SC1	•	•	
SC2		•	
ER1		•	
ER2		•	

2.2 Strands of Learning: Implementation

Leaners in our subject specific SCERTS classes will follow SLD subject specific lessons, which are integrated with elements of the SCERTS curriculum. Please see the SLD curriculum pathway for more information on the subject based curriculum implemented for these pupils alongside SCERTS targets.

Learners in our non-subject specific SCERTS classes will access sessions across four areas of curriculum provision. These areas incorporate specific teaching of SCERTS targets alongside teaching and learning activities, which are incorporate the school fundamental curriculum strands. The four curriculum areas are:-

<u>Literacy & Communication</u>

- *SCERTS specific targets and approaches focusing on social communication*
- *Communication skills (intensive interaction, attention autism, PECS, communication and language)*
- *Early reading and writing skills*
- *Music and musical interaction*
- *Individual Speech & Language Therapy targets and programmes where applicable*

<u>Cognition & Learning (including Outdoor Learning)</u>

- *Early Maths Skills (transporting, trajectory, enveloping, transforming, connection, rotation, positioning, enclosing)*
- *Early Functional Maths (including early awareness of number, money and measurement skills)*
- *Natural sciences including outdoor learning*
- *Computing*
- *PBL including RE – tri-weekly focus rota*
- *Food Technology and Design Technology*

<u>PSED</u>

- *SCERTS specific targets and approaches focusing on emotional regulation*
- *PSED core curriculum coverage*
- *Emotional awareness and emotional understanding*
- *Social skills*
- *Self-help skills*
- *Relaxation and regulation*
- *Community visits*
- *Play (lower school)*
- *Special interest development (upper school)*
- *Self-awareness (upper school)*
- *Safety (upper school)*
- *Individual Physiotherapy & Occupational Therapy targets and programmes where applicable*

Physical

- *PE and early physical skills*
- *Cycling*
- *Swimming (upper school)*
- *Horse riding (upper school)*

2.2.1 Literacy & communication

The Literacy and Communication curriculum strand delivered within the SCERTS curriculum pathway aims to provide pupils with:-

Knowledge about:-

- the fundamentals of verbal and written communication
- exchanging messages
- communicating a clear message
- receiving and understanding messages

Skills for Life including:-

- incorporating social skills into functional communication
- the means to use functional and spontaneous communication in a variety of situations with different familiar and unfamiliar people
- the means to use functional and spontaneous communication in a variety of situations for different purposes
- early ready and writing skills
- fine motor skills
- developing a love of stories and books
- developing communication approaches that are preferred by learners
- communicating in a variety of contexts with a variety of people

This curriculum strand is implemented through a variety of evidence-based approaches and strategies. There are planned for in line with pupil individual learning objectives, SCERTS targets and EHCP outcomes. Pupils may be working within a number of the listed strategies and approaches in Literacy and Communication including:-

SCERTS specific targets and approaches

Specific developmentally appropriate objectives that focus on social communication to support children's social communication and enable needs to be met, in order to be available for learning.

PECS and expressive communication skills

Enabling children to use expressive communication skills to ask for their wants and needs, as well as progressing to include attributes, sentence starters and extended vocabulary using symbols and whole word recognition.

Attention autism

Aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities, and focusing on joint attention skills.

Colourful semantics

Aims to develop grammar and is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

Intensive interaction

Aims to develop pre-speech fundamental communication skills for children at early stages of development. Techniques such as turn taking, mirroring, rhythm and repetition, and sharing personal space can be used to support communication exchange that is initiated and led by the person, and in turn promotes a positive interaction.

Early reading and writing skills

Multisensory teaching which incorporates learning through more than one sense, whilst taking each child's sensory needs into account. These techniques are used to encourage early literacy skills including sensory stories, sensory mark making, sensory writing activities and sensory reading activities which incorporate a range of sensory materials.

We use a range of reading schemes to help pupils on our SCERTS curriculum pathway to develop their reading skills. Pupils start by using our 'Personalised Reading Scheme' which primarily aims to develop their belief in themselves as readers and helps them to build a useful sight vocabulary that will support them in accessing commercial reading schemes if they develop the necessary skills. We have a full set of Oxford Reading Tree, up to Stage 5. We also have sets of Project X, Jelly and Bean, Phonics-books (Talisman series), Collins Pathways, Big-Cat phonics, Jelly and Bean. We are in the process of setting up banded book boxes, to support our more able readers in developing their comprehension skills.

Speech & Language Therapy

Speech & Language therapy programmes are delivered in a variety of ways, including sessions with therapists and classroom-based staff. SALT provide reports and individual targets, as part of the annual EHCP process. This then informs the input and training for staff and pupils across the school. Therapy programmes range from PECS, attention autism and Lego Therapy (this list is not exhaustive). SALT work closely with SMT and class teachers to plan the most appropriate and effective input for individuals and groups of pupils.

Information about, and the **Impact** of Literacy and Communication provision for our SCERTS learners is documented through the following means:-

- Records of pupil work (E4L - ongoing basis)
- PECS progress (termly)
- Attention Autism progress (termly)
- IEPs and EHCP reviews (three times per year, pupil specific timescales)
- SCERTS assessments (daily & termly)
- End of year reports

Music

The Musical curriculum strand delivered within the SCERTS curriculum pathway aims to provide pupils with:-

Knowledge about:-

- a wide range of sounds, both musical and non-musical, of differing pitch, dynamic, tempo and timbre
- the beat of music and how to respond to it
- how to anticipate repetitive structure or sequence in music
- how to make and control sounds using the voice, body, objects or instruments, including relevant music technologies
- how to interact with others using sound

Skills for Life including:-

- the fundamentals of communication – listening, responding and interacting
- the foundations of mathematical understanding – number, time, pattern and sequence
- following instructions and social rules – working with others
- fine and gross motor skills
- developing memory of musical patterns including song lyrics and key riffs – anticipating and responding to them
- creative decision making & making choices
- leisure skills - developing & extending musical preferences
- being in control, and therefore developing confidence and gaining a sense of achievement
- engaging with and enjoying a wide range of music as a listener, a participant and a creator
- cause and effect skills

Information about, and the **Impact** of Musical provision for our SCERTS learners is documented through the following means:-

- IEP and EHCP reviews (three times per year, pupil specific timescales)
- Records of pupil work (E4L – ongoing basis)
- SCERTS assessments (daily & termly)
- End of year reports
- Informally through pupil performances

2.2.2 Cognition & Learning (including Outdoor Learning)

The Cognition and Learning curriculum strand delivered within the SCERTS curriculum pathway aims to provide pupils with:-

Knowledge about **Functional Maths**:-

- learning through schematic play as they explore the world around them and try to find out how things work
- including number & place value - knowing number names, number order, the value of ‘one’ and ‘many’, ordinal numbers and applying understanding of number in real-life situations such as when shopping
- including addition and subtraction - grouping objects, adding and removing objects from a group, key terms such as ‘more’, ‘less’ and ‘total’

- including fractions, multiplication and division - how to share and divide objects, key terms such as ‘more’, ‘half’ and ‘quarter’
- statistics including understanding that things can be different, that people can be different, that information can be collected about people and objects, and that information can be presented using different charts and graphs (where appropriate according to attainment levels)

Knowledge about **Natural Sciences including Outdoor Learning**:-

- in terms of the natural world through natural sciences topics including:- Seasonal Changes, Animals including Humans, Living Things and their Habitats, and Plants (covering trees, bulbs and seeds, and flowering plants and vegetables)
- through a range of outdoor environments, and opportunities these present for exploration and investigation
- in terms of the wider world beyond the classroom environment, gathered through opportunities such as school trips and encouraged in other familiar places such as home

Knowledge about **Computing including Typing:-**

- cause and effect - that their actions cause different effects on objects
- how to make choices based on their preferences
- the ability to wait patiently for the correct time to get what they want
- how to communicate that they need help
- how to use technology to find information and access their favourite things

Knowledge about **Project Based Learning including RE:-**

- through Project Based learning topics involving learning about different places, people, times, culture and religions
- and how the wider world can be represented through story, role play, art and design, and cookery
- including about themselves and what makes them special
- including about different groups of people
- including about different religions – particularly the key features of Christianity, Hinduism, Islam and Judaism
- and how they can make choices about their own life and behaviour
- different ways of communicating with people, in both expressive and receptive ways
- how to communicate with familiar and unfamiliar people in both familiar and less familiar places
- working with others and turn taking in group conversations
- numbers associated with items, for example, knowing ‘how many’ are needed, knowing the terms ‘more’ and ‘less’, surveying potential customers, costing items, buying and selling products etc.

Skills for Life including:-

- independence and resilience
- problem solving
- development of self-confidence, self-awareness and self-esteem
- the ability to make and communicate choices

- imagination, awe and wonder
- a zest for nature and caring for the environment
- engagement in a different learning environment and he ability to transition effectively to different environments
- following interests enabling focused attention
- developing reflective and inquisitive thinking along with problem-solving approaches in 'real' situations
- being supported to take risks in a controlled environment, including with regards to fire safety, open spaces and climbing
- use of social communication skills with, and when working with, others
- working cooperatively alongside others
- joint attention and interaction skills, including waiting and turn taking skills
- being able to identify hazards and risks
- sensory exploration of a range of materials, both natural and manmade, both familiar and unfamiliar
- fine and gross motor skills – including using wider spaces and tools
- physical exploration
- developing a lifelong love of the outdoors
- computer/digital literacy skills for modern day life
- ability to use a range of household common appliances and objects safely
- handling money safely and responsibly
- having respect for those within their immediate surroundings, both at school and at home
- creative decision making and making choices
- creating with a purpose
- following personal hygiene routines, for example, when cooking
- Recognising and respecting the spiritual, moral, social and cultural development of individuals, of groups and of communities
- developing positive attitudes towards others, respecting their beliefs and experience

Information about, and the **Impact** of Cognition and Learning provision for our SCERTS learners is documented through the following means:-

- IEP and EHCP reviews (three times per year, pupil specific timescales)
- Records of pupil work (E4L - ongoing basis)
- SCERTS assessments (daily & termly basis)
- End of year reports
- Outdoor learning passports (ongoing basis) showing the following tiered levels of skill progression:-
    - Early outdoor Experience
    - Outdoor Exploration
    - Wider Learning
    - Forest Schools

2.2.3 PSED

The PSED curriculum strand delivered within the SCERTS curriculum pathway aims to provide pupils with:-

Knowledge about:-

- how to make and share decisions
- how to develop their own skills, interests and experiences
- how to communicate effectively with others
- how they are feeling
- how to develop friendships/relationships
- how to keep themselves safe
  the importance of celebrating special achievements and of marking cultural celebrations
- how to interact with others & enjoying this
- the meaning of social communication skills in different contexts with different people
- engaging in different stages and types of play, including solitary play, parallel play, associative play and cooperative play

Skills for Life including:-

- making and communicating a choice - impacting on the wider curriculum and on skills for life
- identifying and communicating likes and dislikes throughout the school day, and within in the wider community
- fine and gross motor skill development
- how to recognise and manage emotions
- how to socially communicate with others
- self-help skills and independence skills
- how to keep themselves safe in a variety of situations
- engaging in enjoyable and motivating activities
- how to generalise learning to different contexts and situations
- social Skills
- communication Skills
- self-motivation
- emotional regulation Skills
- leisure Skills

Information about, and the **Impact** of PSED provision for our SCERTS learners is documented through the following means:-

- IEP and EHCP reviews (three times per year, pupil specific timescales)
- Records of pupil work (E4L - ongoing basis)
- SCERTS assessments (daily & termly basis)
- End of year reports
- Review of regulation support plans (termly where appropriate)

2.2.4 Physical

The Physical curriculum strand delivered within the SCERTS curriculum pathway aims to provide pupils with:-

Knowledge about:-

- the local community
- enjoyable, enriching activities
- healthy lifestyles

Skills for Life including:-

- swimming skills, specifically breathing, floating and coordination skills
- importance of safety equipment and specific clothing for different activities
- gross motor skills
- personal skills such as patience, empathy, compassion, self-control and understanding
- functional life skills relating to safety in a variety of situations & to relating to dressing

Information about, and the **Impact** of Physical provision for our SCERTS learners is documented through the following means:-

- IEP and EHCP reviews (three times per year, pupil specific timescales)
- Records of pupil work (E4L - ongoing basis)
- SCERTS assessments (daily & termly)
- End of year reports
- Significant cycling, horse riding and swimming progress (as & when observed)

3. Measuring SCERTS-specific Impact

At Kingsland School, gathering information about the impact the SCERTS curriculum pathway has made on our pupils and their learning is monitored in very specific and meaningful ways and is carried out using a number of different tools. These tools compliment systems of assessment used within the school's curriculum, providing reliable information about the progress our pupils. This is to ensure the highly specialist provision on offer remains personalised and appropriate for individual learners at different stages of their school journey.

Pupils in SCERTS classes are assessed using the Engagement Model. Teachers use the Engagement Model to assess pupils across 5 areas of engagement:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

The Engagement Model is integrated into formative assessments, and summative assessments to measure each pupils' progress independently according to their individual profile of needs.

Explanations of SCERTS assessment codes – The Engagement Model

Exploration	Can the pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments; for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.
Realisation	Can the pupil interact with a new stimulus or activity or discover a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'. Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.
Anticipation	Can the pupil predict, expect or associate a stimulus or activity with an event? They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.
Persistence	Can the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it? Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement. Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.
Initiation	Can the pupil investigate a stimulus or activity in order to bring about a desired outcome? The pupil will act spontaneously and independently during a familiar activity without waiting for direction. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

3.1 SCERTS Progress

SCERTS progress is shared through qualitative forms of assessment, based on observations and interactions with the pupils. Progress towards SCERTS targets is not measured according to specific timescales, such as when targets have been met or completed or compared between pupils. SCERTS is a lifelong curriculum.

Pupils work on four targeted SCERTS outcomes each term. These are delivered through specific taught strategies and approaches, as well as integrated into daily routines and curriculum teaching and learning opportunities.

Teachers will make judgements of progress using termly qualitative assessments to assess:-

- SCERTS specific progress (social communication and emotional regulation)
- Literacy and Communication
- Cognition and Learning
- PSED
- Physical

3.2 PECS Progress

PECS is integrated into daily routines and all lessons for PECS users within the SCERTS curriculum pathway. Progress within PECS phases is monitored through:-

- Termly PECS phase reporting
- Records of pupil work (E4L - ongoing basis)
- Phase 4 and phase 6 progress grids (where appropriate for specific children)
- SCERTS daily and termly assessments
- EHCPs and IEPs

3.3 Attention Autism Progress

Attention Autism is delivered to all pupils within the SCERTS curriculum pathway on a daily basis. Progress within the Attention Autism programme is monitored through:-

- Termly Attention Autism stage reporting
- SALT yearly reports (where appropriate for specific children)
- SCERTS daily and termly assessments
- Records of pupil work (E4L - ongoing basis)
- EHCPs and IEPs

3.4 SCERTS observation form & daily progress tracker

SCERTS Observation form 2025 – 2026
Non-Subject Specific Classes – Engagement Model

Name:				Date:				
Objectives covered:	SC1 ☐		SC2 ☐		ER1 ☐		ER2 ☐	
	Exploration	Realisation	Exploration	Realisation	Exploration	Realisation	Exploration	Realisation
	Anticipation	Persistence	Anticipation	Persistence	Anticipation	Persistence	Anticipation	Persistence
	Initiation		Initiation		Initiation		Initiation	
Adult initiated ☐				Child initiated ☐				

What happened?

Who ended the interaction and how?

Fundamentals of communication observed:

Tick if observed	Fundamentals of communication codes
	Enjoying being with another person
	Attending to another person
	Learning to attend to activities with another person
	Taking turns
	Sharing personal space
	Using meaningful eye contact
	Using and understanding facial expressions
	Using and understanding physical contact
	Using and understanding non-verbal communication
	Using vocalisations with meaning

Any other info:

Observed by:

SCERTS Observation form 2025 – 2026
SCERTS SLD Classes

Name:	Date:

Objectives covered:	SC1 ☐	SC2 ☐	ER1 ☐	ER2 ☐

Adult initiated ☐	Child initiated ☐

What happened?

Who ended the interaction and how?

Fundamentals of communication observed:

Tick if observed	Fundamentals of communication codes
	Enjoying being with another person
	Attending to another person
	Learning to attend to activities with another person
	Taking turns
	Sharing personal space
	Using meaningful eye contact
	Using and understanding facial expressions
	Using and understanding physical contact
	Using and understanding non-verbal communication
	Using vocalisations with meaning

Any other info:

Observed by:



SCERTS Progress Tracker 2025 – 2026 Non-Subject Specific Classes



Pupil Name: Class:

Please Highlight: Autumn Term Spring Term Summer Term

Exploration (Ex)	Realisation (Re)	Anticipation (An)	Persistence (Pe)	Initiation (In)

Date												
SC Target 1												
SC Target 2												
ER Target 1												
ER Target 2												

3.5 SCERTS reporting procedures

At Kingsland School, information about pupil progress and attainment for learners accessing our SCERTS curriculum pathway is reported on in specific ways:-

Daily Assessments can include:

- Progress trackers towards individual SCERTS targets
- Observations towards individual SCERTS targets
- PECS assessment sheets to collate information on individual pupil PECS use and progress
- Attention autism assessment sheets to collate information on individual pupil engagement during attention autism
- Fun with food assessment sheets to collate information on individual pupil progress towards these objectives
- Teachers' own assessment for teaching and learning activities (including reading records, products of work, task annotations, photos and videos uploaded onto Evidence for Learning etc)

Termly Assessments to be submitted in line with the Whole School Assessment Calendar are:

Subject Specific SCERTS Classes:

- Evaluation of SCERTS MTP grid
- SLD Progression Maps
- Attention Autism termly reporting grid
- PECS termly reporting grid
- Outdoor learning passports

Non-Subject Specific SCERTS Classes:

- SCERTS termly assessment forms
- Attention Autism termly reporting grid
- PECS termly reporting grid
- Outdoor learning passports

SCERTS Curriculum Documentation

- SCERTS pupils have a SCERTS file which contains formative assessments including completed trackers, completed observations and annotated products of work
- SCERTS termly assessments will form the majority of the annual end of year report once summer term is complete
- Subject specific SCERTS classes will use termly evaluations to provide a short report on SCERTS progress as part of end of year reports

All staff working with pupils in SCERTS classes are to ensure that there is regular evidence of SCERTS progress through the use of the trackers and observations for daily teaching opportunities, including but not limited to:

- Specific SCERTS targeted activities
- ASPIRES/Sensory Integration provision
- Play/Special Interest sessions
- Relaxation and calming time
- Peer interactions either in class or when in the playground
- After a period of dysregulation (anxiety, frustration, behaviour etc)

All of the above link to SCERTS progression