Riddings Junior School
PRIDE · Love Learning, Love Life

EMBARK FEDERATION

SEND INFORMATION REPORT 2026–27 · PARENT GUIDE

Every child belongs here

How we support children with special educational needs and disabilities (SEND) at Riddings Junior School – in plain words, for families.



Need is not a barrier to success.

Every child is known as an individual. Support starts with great teaching for all, then builds step by step – and we involve you along the way.

Our promise to every child

Family

"I belong, I am listened to, and people know me and my family."

Integrity

"My differences are noticed, valued and treated with dignity."

Teamwork

"I get the right support, at the right time, from the right person."

Success

"People have high hopes for me, and my classroom helps me succeed."

Worried about your child?

Talk to us – just ask for a time.

1. Your child's class teacher
at the gate or via the office

Phone 01773 528492

2. Mrs Nicky Godfrey
Inclusion Lead and SENDCo

SEND@riddings-jun.derbyshire.sch.uk

How we support your child

We spot needs early

1 Before they join us

We work with the infant schools through Years 1 and 2, visit lessons, join EHCP reviews and meet Year 2 families at our Inclusion Coffee Mornings.

2 When they start Year 3

Every child has quick checks in phonics, reading, maths and handwriting, so any support starts in the first few weeks.

3 Every term

We track progress, attendance and wellbeing, listen to children and parents, and talk about every child at regular meetings.

We never wait for a diagnosis. Slow progress or behaviour does not always mean SEND, so we look carefully and talk it through **with you**.

Support builds, layer by layer



Assess · Plan · Do · Review

Every step is checked this way. Children move up or down as needs change, and leave the SEN register when their needs can be met through our high-quality, inclusive teaching for all.

Got a worry? Here's what happens

1 · Tell us
Talk to the class teacher at the gate, or ask the office for a meeting.

2 · We act promptly
Teaching is adapted and your concern is shared with the SEND team.

3 · We plan together
Meet Mrs Godfrey or Mrs Jackson to discuss next steps with you.

What support looks like

We plan for four areas of need. Many children have needs in more than one – we use these to plan help, not to label children.

Communication and interaction

Speech and language, autism, social communication

In every class: clear language, visual timetables and symbols, talk partners, key words taught early.

Extra help: Social Stories, Lego Therapy, speech therapy programmes in school.

Cognition and learning

Reading, writing, spelling and maths, including dyslexia

In every class: step-by-step teaching, modelling, word mats, iPads and Widgit, live feedback.

Extra help: reading and phonics catch-up, Precision Teaching, and maths boosts such as 1stClass@Number.

Social, emotional and mental health

Anxiety, ADHD, regulation, school worries

In every class: PRIDE, calm routines, Zones of Regulation, a daily meet and greet.

Extra help: Wellbeing Mentors and ELSA, social skills groups, anxiety support, The Nest.

Sensory and physical

Hearing, vision, sensory, physical and medical needs

In every class: quiet spaces, movement breaks, pencil grips, adapted seating.

Extra help: Sensory Circuits, fine motor programmes, occupational therapy and specialist advisory teachers.



The Nest – our Inclusion Support Base

A calm, safe base where children can arrive, settle and get back to learning, with a trusted adult who knows them well. It offers soft starts, time to reset and a planned return to class. It especially helps children who find coming to school hard, and is open to any child whose needs it meets.

Happy, safe and included

Every child follows our PSHE curriculum and PRIDE values. We see behaviour as communication, take bullying seriously (see our Anti-Bullying Policy, plus Anti-Bullying Week), and support attendance with care and reasonable adjustments. Clubs, trips, Forest School and residentials are for everyone – we discuss adjustments with you in advance.

Skilled, trained staff

Our SEND team includes our SENDCo, Assistant SENDCo, SEND lead teachers, two Wellbeing Mentors and 12 SEN teaching assistants. All staff have regular SEND training – in 2026–27 including executive functioning, school-based anxiety, demand anxiety, relational practice and adaptive teaching. Specialist equipment, such as seating, sensory or IT resources, comes from our SEND budget on the advice of specialists like occupational therapists.

Disabled pupils and access. Disabled children and children with SEND are admitted in line with our admissions arrangements. We make reasonable adjustments so no disabled child is treated less favourably (see our Equality and Diversity Policy). Our Accessibility Plan shows how we are improving access to our building, lessons and information, and medical needs are supported with Individual Healthcare Plans.

Working together

You and your child are partners

- We review support with you, **usually three times a year** – and you don't need to wait: ask the office to arrange a time.
- Your child's views shape every review, and they know their trusted adult.
- Regular Inclusion Coffee Mornings, and help at home through School Early Help.

Specialists and EHC plans

With your agreement we bring in experts such as educational psychologists, speech and occupational therapists, ISAS, hearing and vision teams, CAMHS, social care and Early Help, and local charities such as Compass Changing Lives and Young Carers.

If needs remain significant, we – or you – can ask Derbyshire for an **EHC needs assessment**. We can support you through the process, and plans are reviewed every year.

Moving on with confidence

Joining Year 3
Close links with our infant schools, extra visits and a Wellbeing Mentor who already knows many families.

A new class
Plans are shared with the new teacher early, and each move is planned around your child's needs.

Secondary school
We meet secondary staff, invite secondary SENCOs to Year 5 and 6 Annual Reviews, and support you with secondary choices.

Checking it works

We check every intervention's impact, review provision at six SEND staff meetings a year, look at progress every term, and report to governors through our SEND Governor, Mr Sam Henstock.

Not happy with something?

Talk to the class teacher, then Mrs Godfrey. If it's still not sorted, use our Complaints Policy. If you disagree with Derbyshire about an EHC plan, you can use mediation and appeal to the SEND Tribunal. Derbyshire IASS gives free, independent advice: 01629 533668.

Want the full detail?

Full SEND Information Report →
SEND Policy 2026–27 →
Inclusion Strategy 2026–27 →
Inclusion Overview →
Accessibility Plan →
Complaints Policy →
Derbyshire Local Offer →
Derbyshire IASS →

Who to contact

01773 528492

Mrs Nicky Godfrey – Inclusion Lead and SENDCo
nicky.godfrey@riddings-jun.derbyshire.sch.uk

Mrs Bryony Jackson – Assistant SENDCo
SEND@riddings-jun.derbyshire.sch.uk

Mr Gareth Newman – Headteacher, via the office

Mr Sam Henstock – SEND Governor, via the office

Riddings Junior School, Church Street, Riddings, Alfreton, DE55 4BW · Part of Embark Federation. Derbyshire Local Offer: www.localoffer.derbyshire.gov.uk. This guide summarises our SEND Information Report, published under the Children and Families Act 2014 and SEND Regulations 2014. Approved by governors: [date] · next review September 2027.