

Riddings Junior School

Inclusion

2026-2027

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Part of Embark Federation · Love Learning, Love Life

Riddings Junior School

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Embark Collective Commitment to Inclusion – Our Golden Thread

Inclusion is something children experience, not just a definition. Our Embark Collective Commitment to Inclusion was shaped by our SENDCo Network, headteachers and, most importantly, our children. Built on our four core beliefs – Family, Integrity, Success and Teamwork – it is the golden thread through everything in this document.



FAMILY	***"I belong, I am listened to, and people know me and my family."*** **At RJS:** Daily meet and greet; trusted adults and Wellbeing Mentors; six Inclusion Coffee Mornings a year; parents / carers part of every review.
INTEGRITY	***"My differences are noticed, valued and treated with dignity, and I know how I am doing."*** **At RJS:** Every child known as an individual; Child on a Page and pupil voice; NeuroInclusion on a Page; open Assess, Plan, Do, Review with pupils and families.
TEAMWORK	***"I am not on my own – I get the right support, at the right time, from the right person."*** **At RJS:** Our graduated response; a skilled SEND team and staffing structure; partnership with families and specialists; ongoing staff CPD.
SUCCESS	***"People have high aspirations for me, and my environment helps me to succeed."*** **At RJS:** High-quality inclusive teaching first; adaptive teaching keeps the same ambition for all, with different learning intentions only where need shows it; Enabling Access; The Nest.

Our commitment: every child feels a sense of belonging, is valued and supported, and is able to succeed – and inclusion is not only for our children, but for every member of staff in our Embark family.

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SEND on a Page
2026-2027

School context
Updated: October 2026
Junior school 7–11, 2 form entry
Number of children on roll: 224
Feeder infants: Riddings Inf (Somercotes Inf)
Feeder secondary: Swanwick Hall School (David Nieper Academy)
Children on SEN register: 51
Children on monitoring list: 17
Children undergoing an EHCNA: 4

Neurodivergent children: 50 (22% of roll)
23 have a diagnosis (17 autistic, 12 ADHD, 6 both) and 27 are on the Neurodevelopmental Pathway. 22 are not on the SEN register (9 are on our monitoring list).

	Y3	Y4	Y5	Y6	Total
Diagnosed	3	6	9	5	**23**
On NDP	7	2	14	4	**27**

Attendance, exclusions and outcomes

Attendance 2025-26	All	All SEND	EHCP	SEN Supp	PA SEND
School	**96%**	**95%**	**92%**	**95%**	**12.7%**
National	95%	92%	86%	90%	23%

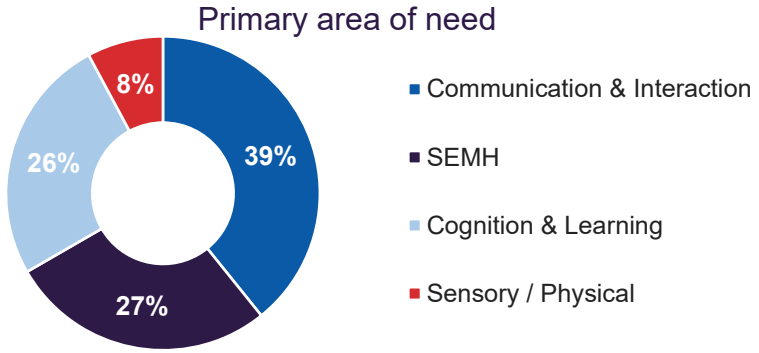
Suspensions / perm. excl.	EHCP	SEN Support	Other
2024-25 to date	0	0	0

KS2 outcomes for children with SEND (EXS+)						
National	2023-24		2024-25		2025-26	
Reading	**53%**	*41%*	**29%**	*42%*	**31%**	*43%*
Writing	**47%**	*30%*	**21%**	*30%*	**31%**	*34%*
Maths	**40%**	*38%*	**36%**	*40%*	**50%**	*42%*

Analysis of learners' primary need (SEN register)							
	Cog & L	Comm & Int		SEMH		S&Ph	
	C&L	SLCN	Autism	ADHD	Other	S&P	Total
EHCP (E)	1	4	4	0	1	2	12
SEN Supp (K)	12	8	4	4	9	2	39
Total	**13**	**12**	**8**	**4**	**10**	**4**	**51**
%	**25%**	**20 = 39%**		**14 = 27%**		**8%**	**100%**

SEND analysis – whole school		% of roll	National primary 2026
On roll	**224**		
EHCP	12	5.4%	4.1% (up from 3.5%)
SEN Support – IPF / GRIP	7	3.1%	
SEN Support – other	32	14.3%	
SEN Support total	39	17.4%	15.4% (up from 14.8%)
Total SEND	**51**	**22.8%**	19.4% (up from 18.2%)

Number of children with SEND by year group				
Year	EHCP	SEN Support	Total on reg	% of cohort
3	3	IPF 0 Other 7	**10**	19.2%
4	4	IPF 3 Other 6	**13**	22.8%
5	4	IPF 2 Other 8	**14**	23.3%
6	1	IPF 2 Other 11	**14**	25.5%
Total	**12**	**IPF 7 Other 32**	**51**	**22.8%**



Compared with 2025-26
- SEND is 22.8% of our roll (22% last year) – still above national (19.4% in primary).
- EHCPs have risen from 11 to 12 (5.4% of roll, above 4.1% nationally in primary), and 4 more children have EHCNA in process. Funded SEN Support has fallen from 10 to 7 but we have yet to gather evidence for Y3.
- C&I is now our largest need (39%, up from 32%). SEMH has fallen from 36% to 27%.
- Autism diagnoses are steady (17). More children are on the NDP: 27, up from 21.

Strengths and key priorities
How we support children with SEND and their families: inclusion at the heart of school, guided by the Embark Collective Commitment to Inclusion; access to high quality teaching for all; parental engagement.

Our key strengths: school investment (ethos, time, budget); Whole School Provision Mapping, with six whole-school SEND staff meetings a year driving the APDR cycle; our inclusion staffing structure.

Our areas for development: WSS / Embark TA Deployment Project; emerging writers; Maths – Enabling Access for vulnerable learners.

SEND by gender	Girls EHCP	Girls SS	Boys EHCP	Boys SS
RJS	58.3%	38.5%	41.7%	61.5%
National 2026	29.3%	39.6%	70.7%	60.4%

Sources: SEN register and neurodivergent children list (Oct 2026); persistent absence (PA, below 90%) from the LA Inclusion Framework, March 2026; RJS SEND on a Page 2025-26; DfE 'Special educational needs in England' (June 2026) – state-funded primary

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SEND on a Page 2026-2027 – Our SEND Provision

Key message: *At RJS, need is not a barrier to success. Every child is understood as an individual, barriers are removed through Enabling Access and support builds layer by layer – always starting with high quality inclusive teaching, guided by the Embark Collective Commitment to Inclusion.*

Enabling access to inclusive teaching

- In line with the SEND Code of Practice, every teacher is a teacher of pupils with SEND and retains responsibility and accountability for their progress and outcomes.
- Pupils with SEND have the greatest need for high-quality teaching, so teaching is regularly reviewed to ensure our universal offer is inclusive – adjusting, adapting and assessing for every pupil.
- Toolkits: EEF, Widgit Online, Whole School SEND Teacher Handbook
- Child on a Page for our most vulnerable learners.

Whole School Provision Mapping

- Six SEND staff meetings a year (APDR): ISP targets set three times, plus three mid-cycle reviews.
- Input from SLT, the Assistant SENDCo, phase leaders, class teachers, WBMs, outside agencies and our SEND Governor.
- Weekly Inclusion meeting every Friday – SEND, pastoral and attendance.
- Weekly SEND Team meetings.

Inclusion staffing structure

- SENDCo – Inclusion Lead and Mental Health Lead (also Embark Trust SENDCo, 4 days a week).
- Assistant SENDCo – intervention lead, tracking and monitoring; trains and monitors intervention staff.
- Lower and upper school SEND lead teachers.
- Headteacher, Deputy Head, phase leaders and class teachers.
- 2 Wellbeing Mentors – classroom, wellbeing and Early Help
- 12 SENTAs – in class, small group, interventions and 1:1.

Our graduated approach

Universal – all children

- High quality inclusive teaching for every child.
- EEF universal approaches: explicit instruction, scaffolding, feedback, metacognition
- Early identification through tracking, observation and discussion

Targeted and Targeted Plus

- Time-limited, evidence-based interventions
- If SEN is confirmed: SEN register and an Individual Support Plan agreed
- Targeted Plus: specialist advice brought in; Inclusion Panel funding; T&S; The Nest

Specialist – very few children

- The most complex needs that Targeted Plus cannot meet; multi-agency involvement
- EHC needs assessment or EHCP

Staff CPD 2026-27

- Weekly CPD; Embark INSET – Inclusion (Oct 2026)
- DCC Executive Functioning (Oct 2026); planned ISAS: EBSA; Demand Anxiety
- ISAS county-wide CPD: Relational Practice to support ND
- East Midlands RISE Universal SEND Offer online (DfE funded).
- SENDCo: Inclusion Base Network
- Funded qualifications and MAMB role reviews for support staff.

SEND funding 2026-27

Notional SEN budget **£216,989.65** · Inclusive Mainstream Fund **£12,600**

£153,109.23 Top Up Funding (TUF): EHCP + IPF

£137,021.14
EHCP x 12 – 303 hours

£16,088.09
IPF x 7

Last year: 8 EHCPs, £115,595, 169 hours

Communication and Interaction

Visual timetables, cues and word mats (Widgit); Blank-level questioning; Talk Boost KS2; Black Sheep resources; Social Stories; Lego Therapy; Colourful Semantics; SaLT programmes in school; ND Advocates.

Cognition and Learning

EEF 'five a day'; Sound Discovery phonics (whole class and intervention); Inferential Reading; Precision Teaching; Rosser Speedo; Dandelion and catch-up reading series; Yes, We Can Read; 1stClass@Number; Plus 1, Power of 2; Learning by Questions.

SEMH

PRIDE; Emotion Coaching; Positive Behaviour Support; predictable routines with visual cues; daily meet and greet; Wellbeing Mentors and ELSA; Zones of Regulation; Gremlin programmes; Role Resolve Psychotherapy; The Nest.

Sensory / Physical

Sensory and movement breaks; Go Noodle; Physical Literacy Programme; Sensory Circuits; Active Hands are Achieving Hands; sensory tent / room; Forest Playground; climbing wall; lunchtime bikes; Derbyshire Sensory Toolkit; SPSS advice.



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Our Graduated Response

An inclusive, step-by-step approach for every pupil

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Our graduated response guides how we increase support as a pupil's needs grow. It covers **every pupil**, not only those with SEND, and is always **led by need**: support starts with high quality teaching, builds layer by layer and steps back down when a pupil no longer needs it.

Our strands

Learning
Reading, writing, maths and access to the curriculum

Relationships
Communication, interaction, social understanding and transitions

Wellbeing
Emotional health, regulation and behaviour, including sensory and physical needs

Attendance
Being in school and feeling safe to attend, working closely with families

Assessment
How we identify need and gather evidence to move between layers

Delivered through deliberate strategies and interventions

Specialist
VERY FEW PUPILS

Personalised support for the most complex or enduring needs that Targeted Plus cannot meet, set out in an EHCP and shaped by specialist advice. Where assessment shows adaptation alone is not enough, this may include differentiated learning intentions that match need without lowering ambition.

Who it is for

- Limited progress despite Targeted Plus support over at least three cycles
- Multi-agency involvement; EHC needs assessment considered or EHCP in place

Led by **Class teacher with SENDCo and Assistant SENDCo, SEND lead teachers with external specialists; Headteacher / DSL where needed**

Targeted and Targeted Plus
SOME / A FEW PUPILS

Targeted: Evidence-informed small-group interventions added to good teaching, linked to class learning, time-limited and reviewed. If SEN is confirmed, the pupil joins the SEN register with an Individual Support Plan agreed with parents / carers and the pupil.

Targeted Plus: Specialist advice, assessment or intervention brought into school on top of targeted support (e.g. ISAT, EP, SaLT, OT; Experts at Hand from September 2026) – no EHCP needed.

Who it is for

- Short-term, in class: slower progress over a term, emerging gaps or a change in behaviour, mood, engagement or attendance
- Time-limited interventions: progress not made despite in-class support, and assessment identifies a specific need
- Targeted Plus: needs persist despite targeted support, or specialist insight is needed to understand barriers

Led by **Class teacher with SEN teaching assistants, Assistant SENDCo or Wellbeing Mentor; SENDCo with external specialists for Targeted Plus**

Universal
ALL PUPILS

High quality inclusive teaching for every child. Barriers removed through Enabling Access, asking "Learning difficulty or difficult learning?" Adaptive teaching changes the how, not the what: the same learning intention for all, with different routes to get there.

Who it is for

- Every pupil, known as an individual
- Needs spotted early through careful tracking, observation and talking with pupils and parents / carers

Led by **Class teacher with SEN teaching assistants**

Pupils who may need closer attention – disadvantaged pupils (Pupil Premium), children in need or on a child protection plan, children who are or have been looked after, young carers and pupils new to English. A label alone never decides the level of support; need does.

Preparing for Adulthood starts now – we keep each child's hopes and aspirations at the centre, building independence, friendships, good health and confidence for the move to secondary and beyond.



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Inclusion Graduated Response – overview

Proposed national layers (not yet law – current SEND Code of Practice applies) · detail for each area of need on slides 10–13

	Universal – all children	Targeted Universal	Targeted Plus Targeted Universal	Specialist Targeted Plus Targeted Universal
Triggers	Holistic understanding of each child, whole-class tracking, observation and talking with pupils and families **Measures:** attendance monitored weekly; Year 3 baselines; termly tracking; half-termly NFER	Some emerging gaps; a change in behaviour, mood, engagement or attendance; emerging EBSA **Measures:** attendance below, behaviour incidents in a half term; assessment data, concern still present after 6–8 weeks	Needs persist despite targeted support; specialist insight needed; persistent absence or entrenched EBSA **Measures:** attendance below 90%; limited progress after three cycles of targeted support; SEMH screening concern	The most complex or enduring needs that Targeted Plus cannot meet **Measures:** limited progress after three cycles of Targeted Plus; EHC needs assessment criteria met
Who	**Class teacher** with SEN teaching assistants High-quality inclusive teaching: the same learning intention for all, with different routes (Enabling Access; CSTEP)	**Class teacher and school staff**, monitored by the Assistant SENDCo / Wellbeing Mentor, Time-limited, small-group interventions with clear entry and exit; ISP if SEN is confirmed; aim to return to Universal	**SENDCo with specialists** (ISAT / ISAS, EP, SaLT, OT, SPSS; Experts at Hand) Specialist advice built into the ISP; staff coaching; The Nest; no diagnosis or EHCP needed	**SENDCo with a multi-agency team** Personalised provision set out in an EHCP; Child on a Page; annual review
KEY PROVISION – SUPPORT BUILDS LAYER BY LAYER (FULL DETAIL ON THE PROVISION MAPS, SLIDES 10–13)				
Learning	A culture of PRIDE. HQIT, Adaptive teaching; explicit instruction (I do, we do, you do); scaffolding; flexible grouping; Embark lesson design, live marking & feedback, inclusive environments, visual timetables, PSHE, curriculum	SEND monitoring, Priority Reader; Reading Boost; Precision Teaching; Sentence Boost; handwriting groups; 1stClass@Number; Arithmetic Boost, Focus Tools, Environmental audit, Active Hands Poss Individual Support Plan and SEN reg at K code. following APDR	SEND register K code, Individual Support Plan, ISAS learning support (T&S plan); Educational Psychology assessment and advice, TEACCH approach, PTTT, Formative Footprints	SEND register E or K code, PTTT, Personalised, needs-led curriculum; Formative Footprints small steps; extensively adapted resources, Alternative Pathways (engagement / learning)
Relationships	Clear, literal language; Widgit visuals; pre-teaching vocabulary; talk partners; staff & peer awareness of neurodivergence, VOC	Check-ins and cake and catch ups, Focused meet & greets, entrance change, Change prep (e.g. White Hall), Social Stories; Hopes, Dreams & Aspirations	SaLT programmes and staff coaching; NEN Progression Framework; Attention Autism, Lego Therapy;	Direct SaLT; Attention Autism; Intensive Interaction; bespoke transition
Wellbeing	PRIDE; Zones of Regulation language; Positive Behaviour Support; predictable routines; daily meet and greet; sensory and movement breaks; quiet spaces	Wellbeing Mentor and ELSA support; Gremlin programmes; Lunch Club; The Nest soft start; Sensory Circuits; Derbyshire Sensory Toolkit plan, Health/ Neurohub signposting	Bespoke plans with WBM, ISS, EP or CAMHS; Engagement Service; ADHD Nursing Team; OT and SPSS advice, Talk & Draw, Space4U, T&S EBSA plan, Inclusion Response Team	Bespoke plans with WBM, Personalised Nest plan and timetable; multi-agency planning; OT and physiotherapy in the school day
Attendance	Daily meet and greet; Inclusion Coffee Mornings; weekly attendance monitoring; open culture – concerns to the DSL	Family check-ins; EBSA Toolkit; reasonable adjustments; attendance support plan; School Early Help	Early Help Assessment; Team Around the Family; multi-agency attendance support; Out of School Services (ACRE)	Personalised timetable; regular parent / carer liaison; multi-agency safeguarding plans where needed, Risk Assessments, Healthcare plans
Assessment	**To move to Targeted:** Year 3 baselines (phonics, Salford, White Rose, handwriting); observation; termly tracking; pupil and parent voice	**To move to Targeted Plus:** screeners and reading baselines; SDQ; Vanderbilt; ISP review shows limited progress	**To consider an EHCNA:** EP, SaLT, OT or CAMHS advice; NEN progression framework; Derbyshire Sensory Toolkit; EBSA assessment	**Evidence:** costed provision map; specialist reports; tracking; parent / carer voice
	ALL CHILDREN	SOME CHILDREN	A FEW CHILDREN	VERY FEW CHILDREN

Key message: At RJS, need is not a barrier to success. Every child is understood as an individual, barriers are removed through Enabling Access, and support builds layer by layer – always starting with high quality inclusive teaching, always reviewed through Assess, Plan, Do, Review, guided by the Embark Collective Commitment to Inclusion.

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How we identify need early

Starting before pupils arrive, checking every child, and acting as soon as a concern is raised

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What national guidance asks of us

- **SEND Code of Practice (2015):** identify need at the earliest point – regular assessment of every pupil's progress, spotting less than expected progress, and listening to parents and pupils.
- **EEF SEND in Mainstream Schools:** build an ongoing, holistic understanding of each pupil from many sources – not a single test or label.
- **DfE SEND reform (2026):** support should follow need without waiting for a diagnosis; every school's Inclusion Strategy sets out how it identifies common barriers early.

1 Before they arrive

Years 1 and 2 – working with our infant schools

- Regular meetings with the infant schools throughout Years 1 and 2 to identify need early
- Our SENDCo attends Annual Reviews for pupils with EHCPs before they join us
- Our Wellbeing Mentor works half the week at the infants, so we know shared families early
- Year 2 Inclusion Coffee Mornings – parent voice before transition
- We visit Year 2 lessons, see children working and speak to key staff
- Infants share assessment data, including pupils working on Formative Footprints

2 When they start

Start of Year 3 – baseline checks for every child

- Phonics screening and common exception words (CEW)
- Salford reading assessment
- White Rose Hub screening and foundational maths skill checks
- Handwriting and pencil grip checks
- Transition information and baselines reviewed together, so support starts in the first weeks – not after a term of waiting

3 Every term

Checking every child, all year

- Termly tracking data and half-termly NFER assessments
- Pupil progress meetings – 'at risk' pupils discussed and actions agreed
- Six whole-school SEND staff meetings across the year, as part of our Assess, Plan, Do, Review cycle
- Attendance monitored weekly (persistent absence: below 90%); wellbeing monitoring; daily meet and greet
- In-lesson observation by teachers and the SEND team
- Pupil voice; parents can raise a concern at any time with the class teacher or SENDCo
- Pupils joining mid-year: previous school records and the same baseline checks

When a concern is raised – we act straight away, then gather evidence

1 Adapt now
Class teacher adapts teaching using Enabling Access – no waiting

2 Record
Concern logged on our SEND concern form (Microsoft Forms)

3 Discuss
Picked up at the weekly SEND Team / Inclusion meeting

4 Monitor and assess
Monitoring list; assessments agreed; reviewed after a half term

5 Decide
SEN register and Individual Support Plan with parents – or step back down

We always ask first: Is this a learning difficulty or difficult learning? Could teaching, EAL, attendance or circumstances explain it? Behaviour is a signal to understand, not a label. Support never waits for a diagnosis.

Who is involved: class teachers, the SENDCo and Assistant SENDCo, SEND lead teachers, Wellbeing Mentors, the pupil and their family – with ISAS and other specialists when Targeted Plus advice is needed.

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Our Assess, Plan, Do, Review cycle

How a pupil moves through our graduated response – Assess, Plan, Do, Review at every step

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The APDR cycle at every stage



What is SEN? A pupil has SEN where their learning difficulty or disability calls for provision that is additional to or different from that normally available to pupils of the same age (SEND Code of Practice, 2015).

Abbreviations DSL – Designated Safeguarding Lead · EBSA – Emotionally Based School Avoidance · EHC – Education, Health and Care · ISAS – Inclusion Support Advisory Service · ISP – Individual Support Plan · SPSS – Sensory and Physical Support Service · SENTA – SEN Teaching Assistant · SPoA – Single Point of Access · WBM – Wellbeing Mentor

How a pupil moves through our graduated response

1 Universal: notice and adapt *About one half term*

A need is noticed in learning, wellbeing, behaviour or attendance; class teacher adapts teaching using Enabling Access; initial concerns shared with the SEND team.

Who: Class teacher **Recorded:** Microsoft Forms **Child / parents / carers:** class teacher talks with pupil, parents / carers

2 Targeted: monitor and assess *6–8 weeks (half term)*

Pupil placed on the monitoring list; SENDCo and teacher agree which assessments are needed; short-term, in-class support.

Who: Class teacher and SEND lead teacher **Recorded:** Monitoring list **Child / parents / carers:** meeting with child if appropriate / parents / carers

3 Targeted: SEN Support *At least three cycles*

If assessment confirms SEN: SEN register; Individual Support Plan agreed in consultation with parents / carers and the pupil; time-limited interventions; external referral considered.

Who: SEND team with class teacher **Recorded:** SEN register; ISP; provision map **Child / parents / carers:** parents formally informed; ISP agreed together, with targets set three times a year

4 Targeted Plus *Reviewed every cycle*

External advice built into the ISP; Derbyshire toolkits and Local Offer; SPSS open referral; evidence gathered for Inclusion Panel funding or EHC needs assessment; if needs are the most complex: EHC needs assessment, leading to Specialist (EHCP).

Who: SEND team with external specialists **Recorded:** ISP; costed provision map; specialist reports **Child / parents / carers:** regular liaison; child / parent voice

At every review: is the pupil making enough progress?

Yes – continue, or step back down. **No** – move on to the next stage.

Reviewing and stepping down

- Weekly SEND Team meeting
- Weekly Inclusion meeting every Friday – SEND, pastoral and attendance
- Six whole-school SEND provision staff meetings a year – ISP targets set three times, with three mid-cycle reviews
- At any review, if the pupil is making good progress, support is maintained or reduced
- A pupil leaves the SEN register when they no longer need additional or different provision
- Parents / carers are told about every change

Leaders

- Align the graduated response with the SEND policy
- Use a SEND data overview to spot trends and plan staffing and funding
- Monitor how many pupils are identified, and the progress of all pupils including SEND
- Quality-assure teaching, adaptations and interventions, in class and out
- Discuss ‘at risk’ pupils at pupil progress meetings, SEND staff meetings
- Check the quality of ISP targets, pupil voice and parent voice
- Plan CPD for all staff from current and upcoming needs
- Make sure communication and transition processes are robust

Whole School Provision Map – Communication and Interaction

Difficulties with understanding or using language, speech sounds, or the social side of communication.

Universal – high quality inclusive teaching / Enabling Access

- Literal, clear language; say the child's name before instructions
- Questions pitched using Blank levels
- Visual timetables, Now / Next, visual cues and word mats (Widgit)
- Project noun / Widgit visuals; icons dual coding
- Explicit teaching and pre-teaching of vocabulary; dual coding
- Talk partners and sentence starters so every child can rehearse before answering
- Instructions chunked and backed up with checklists or task boards
- Peer awareness of autism and neurodivergence; peer buddies

Targeted and Targeted Plus – complement high quality inclusive teaching with small group boost / intervention, adding specialist advice where needed

Targeted – delivered by school staff

- Blank Levels
- Talk Boost KS2
- Talk Time / Catch-up; barrier games and listening activities
- Now / Next, Personal Visual timetables
- Social Stories; Comic Strip conversations
- Lego Therapy; Social Thinking
- Small group / 1:1 Precision Teaching of vocabulary
- Visual structure (TEACCH approach)
- Cued Articulation
- Colourful Semantics
- Speech and language technology

Targeted Plus – specialist advice brought into school

- Speech and Language Therapy programmes delivered in school
- SaLT involvement through direct work and coaching
- ISAT T&S plan
- EP involvement
- Access to The Nest – our Inclusion Support Base

Specialist – the most complex needs; carefully selected 1:1 or personalised provision

EHCP – the most complex needs that Targeted Plus cannot meet

- Direct Speech and Language Therapy, as set out in the EHCP
- Attention Autism; Intensive Interaction
- Personalised timetable and visual supports
- Enhanced, bespoke transition planning

Assessments and useful web links

Assessments:

- Assessed using the NEN (was AET) framework
- British Picture Vocabulary Scale (BPVS)
- SaLT assessment;
- SPOA referral
- Pupil voice; parent / carer communication

Useful links:

- Speech and Language UK – speechandlanguage.org.uk
- Neuroinclusive Education Network – autismeducationtrust.org.uk
- National Autistic Society – autism.org.uk

Staff Training / External Support

External support:

- Speech and Language Therapy
- Inclusion Support Advisory Service (ISAS)
- EP

Training / staff knowledge:

- ND Advocates CPD;
- Talk Boost KS2
- SaLT coaching – Blank levels, vocabulary, word finding
- Colourful Semantics (ISAS)

Whole School Provision Map – Cognition and Learning

Learning at a different pace from peers, specific difficulties with reading, writing, spelling or number, or difficulties with memory, attention, organisation and planning (executive functioning), even with well-adapted teaching.

Universal – high quality inclusive teaching / Enabling Access

EEF 'five a day'

- Explicit instruction – I do, we do, you do; modelling; worked examples; task chunking
- Metacognition – links to prior learning, pre-teaching, dual coding
- Scaffolding – vocab provision, word mats, sentence starters, gap tasks, visuals; removed as learning is secured
- Flexible grouping – changed by task, never fixed by label; weekly random talk partners; pre- and post-teaching groups
- Using technology – Widgit Online, visualiser, iPads, subtitles, thesaurus, Talk to Text
- Feedback – live marking and in-lesson checking for understanding

Whole class

- Phonics: Sound Discovery 4x weekly in Y3 / Y4; then Spelling Frame
- Reading: 8 Inferential Reading Strategies; Book Study
- Writing: Embark Writing Sequence
- Maths: White Rose with concrete resources; Numbots; TT Rockstars; Times Table Awards; Fluency Folders

Targeted and Targeted Plus – complement high quality inclusive teaching with small group boost / intervention, adding specialist advice where needed

Targeted – delivered by school staff

Reading

- Priority Reader; flexible fluency reader grouping; Widgit fluency reading; Word Wallets; Targeted Book Study; Reading Boost
- Sound Discovery Phonics intervention; Dandelion; Moon Dog / Magic Belt / Alba; Totem / Rescue; Talisman / Gauntlet
- Yes, We Can Read; Barrington Stoke reading books
- Phonological Awareness Training (PAT)

Writing including SPaG

- Spelling Frame – additional support; Sentence Boost; flexible spelling groups; handwriting intervention
- Moon Dog / Magic Belt / Alba, Totem / Rescue and Talisman / Gauntlet programmes for writing
- Rosser Speedo sight words (CEW); Active Hands are Achieving Hands
- Precision Teaching – CEW, phonic gaps, spelling and mis-spelt words

Maths

- Flexible maths groups; Arithmetic Boost; Fluency Folders
- Pre-teaching White Rose vocabulary and lesson content; responsive teaching (White Rose)
- 1stClass@Number; Plus 1, Power of 2 and Perform with Time – 1:1 coaching of basic skills; Numicon; 5 Minute Box; Learning by Questions
- Numbots / TT Rockstars – additional support; Precision Teaching – basic maths skills

Access

- Individual Support Plan, reviewed through APDR
- In-class learning support to enable access to the universal offer
- Assistive technology – laptop / iPad; Widgit dual coding
- Agreed access arrangements in tests (e.g. scribe); EAL translating support

Targeted Plus – specialist advice brought into school

- ISAS learning support for reading, spelling and maths
- Educational Psychology assessment and advice

Specialist – the most complex needs; carefully selected 1:1 or personalised provision

EHCP – the most complex needs that Targeted Plus cannot meet

- Personalised, needs-led curriculum (including using White Rose), with differentiated learning intentions
- Small-step targets from Formative Footprints for pupils working below Year 1
- Extensively adapted resources and 1:1 or small-group teaching, as set out in the EHCP

Assessments and useful web links

Assessments:

- Phonics baseline (Sept); White Rose pre / post checks
- Half-termly NFER assessments
- Screening: Salford, NARA, Single Word ~~Spelling, Sandwell, Dyslexia Screening~~ Test
- FF – small-step reading, writing and maths for pupils working below Year 1
- Educational Psychology assessment

Useful links:

- EEF Improving Literacy in KS2
- EEF Improving Maths in KS2 and KS3
- British Dyslexia Association

Staff Training / External Support

External support:

- Educational Psychology
- ISAS learning support
- White Rose Maths Hub

Training / staff knowledge:

- 'The Riddings Way' TA handbook; phonics, screening and maths guides
- Assistant SENDCo – trains and monitors intervention staff
- 1stClass@Number; Inferential Reading Strategies; fluency reading
- Precision Teaching

Riddings Junior School

EMBARK FEDERATION

Whole School Provision Map – Social, Emotional and Mental Health

Emotional or wellbeing needs, shown in many ways (withdrawn, anxious or dysregulated behaviour), which may link to ADHD and executive functioning differences, attachment, trauma or anxiety, including EBSA.

Universal – high quality inclusive teaching / Enabling Access

- PRIDE – our whole school culture
- Relational Practice
- PSHE Matters spiral curriculum, including RSHE; SEMH-focused assemblies
- Calm, predictable routines and structures, using visual cues
- Positive relationships; Positive Behaviour Support (PBS) as a proactive approach
- Shared Zones of Regulation language
- Timers, motivating activities and reward systems
- Special interests used to motivate and to calm
- Daily meet and greet by class teachers, Headteacher, Deputy, Inclusion Lead and WBMs
- Change and transition planned for in advance
- Visual timetables
- Staff alert to masking – a calm presentation is not always a calm child
- Forest Playground, climbing wall – sensory regulating
- Anti-Bullying Week; Neurodiversity Week
- Forest School and outdoor learning; inclusive PE clubs and residentials

Attendance and families

- Six Inclusion / Early Help Coffee Mornings a year (sleep, eating, sensory, transition)
- Informal reporting to parents through the 'gate'
- Parent consultations; parent / carer communication
- Whole school attendance monitoring
- Weekly Inclusion meetings

Targeted and Targeted Plus – complement high quality inclusive teaching with small group boost / intervention, adding specialist advice where needed

Targeted – delivered by school staff

- Wellbeing Mentor support; trusted adult check-ins
- Targeted Meet and Greet
- Sensory Circuits
- Social skills groups; Lunch Club; Busy Box; Cake and catch-up
- Story Massage; Art Therapy / Talk and Draw
- School Early Help – informal support and signposting, including financial help
- Attendance: check-in with the family; signposting to local Neurohubs
- ELSA / Wellbeing Mentor 1:1 support
- Regular in-class SEMH support to enable access to the universal offer
- Starving the Anxiety Gremlin; Starving the Anger Gremlin
- Zones of Regulation; 5-Point Scale
- Bereavement / memory book support; 'There's an alarm bell going off in my head'
- The Nest – soft start, regulate and reset, planned return to class, wind down
- School Early Help – direct work with families
- Attendance: EBSA Toolkit; attendance support plan
- Hopes, Dreams & Aspirations – pupil voice central to planning, linked to Preparing for Adulthood (PfA), including our PfA Life Skills programme
- Enhanced transition – additional support

Targeted Plus – specialist advice brought into school

- Bespoke intervention planned with ISAS, Educational Psychology or CAMHS
- T&S EBSA plan
- Role Resolve Psychotherapy
- Compass Changing Lives
- ISAS Engagement Service – Derbyshire Nurture Team, Positive Play and Outdoor Learning
- ISAS inclusion response team – complex cases and pupils at risk of exclusion
- Liaison with the ADHD Nursing Team; medication monitored and administered
- Early Help Assessment; Team Around the Family, Family Help referral
- Social Care and NDP
- Multi-agency attendance support; Out of School Services (ACRE) – attendance and temporary education

Specialist – the most complex needs; carefully selected 1:1 or personalised provision

EHCP – the most complex needs that Targeted Plus cannot meet

- Personalised Nest plan; graded return to class;
- Personalised timetable, as set out in the EHCP
- Multi-agency planning and review with EP, CAMHS and families
- Enhanced, bespoke transition to secondary
- PTTT
- Alternative Pathways
- ISAS Engagement Service – Derbyshire Nurture Team, Positive Play and Outdoor Learning
- ISAS inclusion response team – complex cases and pupils at risk of exclusion

Assessments and useful web links

Identification and assessment:

- Identified via KS1 transition, staff, parents, meet and greet or outside agencies
- WBM baseline; outcome and time limit set on the provision map
- EBSA Toolkit; Early Help Assessment; Nest baseline and check-ins
- SDQ; Vanderbilt;

Useful links:

- Derby & Derbyshire - Emotional Health & Wellbeing
- Beacon: Behaviour Support for Schools, Teachers and Families
- EEF Improving Behaviour in Schools
- EEF Improving Social and Emotional Learning in Primary Schools
- DfE Working together to improve school attendance

Staff Training / External Support

Roles:

- Senior Mental Health Lead; Wellbeing Mentors; ARAS Lead; SEND / Wellbeing Governor

External support:

- Amber Valley Family Help; ISAS; EP; CAMHS; ADHD Nursing Team
- Changing Lives; Space 4 U; Elm Foundation, Salcare

Training / staff knowledge:

- Attachment & Relationship Aware Schools (ARAS); Emotion Coaching (EPS)
- ELSA; Zones of Regulation; EBSA Toolkit; ISAS ADHD
- Coaching and supervision for Nest staff
- Sensory Processing Differences, ADHD CPD, Executive Functioning CPD,
- Emotion Coaching, Relational Practice
- ND Advocates
- RISE Network for SEMH

Whole School Provision Map – Sensory and Physical Needs

Hearing, vision, physical or medical needs, or sensory processing differences, that affect access to learning or school life.

Universal – high quality inclusive teaching / Enabling Access

- Quiet spaces and workstations; reduced cognitive load
- Sensory and movement breaks; Go Noodle
- Forest playground; climbing wall; lunchtime bikes; outdoor spaces
- Pencil grips and choice of pencil; concrete maths equipment
- 'Fiddly things' – tactile objects to occupy hands
- Yellow highlighter lines
- Seating and classroom layout adapted for hearing, vision and mobility
- Good listening environment – background noise kept low
- Low-vision-friendly environment; accessibility planning and risk assessments include individual pupils' vision needs

Targeted and Targeted Plus – complement high quality inclusive teaching with small group boost / intervention, adding specialist advice where needed

Targeted – delivered by school staff

- Physical Literacy Programme
- Regular sensory and / or movement breaks; proprioception / heavy work
- Ear defenders, wobble cushions, Hoki stool or fidgets – where a need is identified
- Sensory plan using the Derbyshire Sensory Toolkit and Area Sensory Processing Needs resources
- Sensory Circuits
- Active Hands are Achieving Hands; handwriting and fine motor intervention
- Sensory room / quieter breakout spaces
- Listening technology – radio aids and soundfield systems

Targeted Plus – specialist advice brought into school

- Occupational therapy programmes delivered in school
- ISAS sensory advice
- SPSS Teacher of the Deaf Team – assessment, monitoring and staff training
- SPSS Vision Impairment Team – QTVI advice and Habilitation (mobility and visual strategies)
- SPSS Physical Impairment Team – advice on access, equipment and TA provision
- Individual Healthcare Plan for medical needs, with health professionals

Specialist – the most complex needs; carefully selected 1:1 or personalised provision

EHCP – the most complex needs that Targeted Plus cannot meet

- Occupational Therapy and Physiotherapy integrated into the school day, as set out in the EHCP
- Bespoke sensory provision and specialist equipment
- Enhanced Resource School placement for Deaf pupils, where needed
- Highly adapted, low-arousal environment

Assessments and useful web links

Assessments:

- Derbyshire Sensory Toolkit
- OT / physiotherapy assessment
- SPSS referral (open referral; vision referrals need an eye specialist appointment within 6 months)

Useful links:

- DfE Supporting pupils with medical conditions at school
- National Deaf Children's Society – ndcs.org.uk
- RNIB – rnib.org.uk

Staff Training / External Support

External support:

- Occupational Therapy; Physiotherapy
- ISAS sensory advice; SPSS – Teacher of the Deaf, Vision Impairment and Physical Impairment Teams

Training / staff knowledge:

- ISAS – sensory processing; Derbyshire Sensory Toolkit
- Active Hands are Achieving Hands; Sensory Circuits
- First Aid; epilepsy; anaphylaxis and EpiPen

Our interventions explained

Reading, phonics and spelling	
Sound Discovery	A systematic synthetic phonics programme for reading and spelling. Small-group sessions are fast-paced, build on whole-class phonics and close specific gaps.
Dandelion Readers	Decodable books matched step by step to our phonics teaching, so children practise blending and apply what they have learned. Used until a child can read independently.
Alba, Totem and Talisman series (with Moon Dog, Magic Belt, Rescue and Gauntlet)	Decodable catch-up books for older readers with gaps in their phonics, written with stories that appeal to 8–14 year olds. Each series has a workbook for reading, spelling and comprehension.
Precision Teaching	Short, daily, fast-paced sessions on a small set of target words or facts (common exception words, phonics, spelling or maths facts), with progress timed and charted. Most effective when also practised at home.
Yes, We Can Read	A structured, one-to-one phonics-based reading programme for pupils who need more practice to decode accurately.
Rosser Speedo	A sight word programme to build quick, accurate recognition of common exception words.
Phonological Awareness Training (PAT)	A programme that teaches children to hear, break up and blend the sounds in words, supporting both reading and spelling.
Maths	
1stClass@Number	A structured small-group maths intervention for pupils who need to catch up with number, delivered by trained teaching assistants.
Plus 1; Power of 2; Perform with Time	One-to-one coaching programmes for basic number skills (Plus 1, Power of 2) and telling the time (Perform with Time).
Precision Teaching (maths)	Daily practice of core skills such as number recognition and reversals, subitising, number bonds and times tables.
Physical and sensory	
Active Hands are Achieving Hands	A programme developed by occupational therapists to build core stability, grip and fine motor skills, supporting pencil control, handwriting and everyday tasks such as buttons and laces.
Assessment	
Formative Footprints	Derbyshire ISAS small-step assessments in reading, writing and maths for pupils working well below their year group, including those working below Year 1. In 2026–27 we use the maths steps in Years 3 and 4 to identify and track gaps. Each covers pre-learning skills, language roots and subject learning in small, observable steps, so staff and parents can agree next steps and see progress that year-group assessments may miss. Pupils not yet engaged in subject-specific learning are assessed using the Engagement Model.

Not every intervention runs each term or in every year group. Interventions are chosen from assessment, are time-limited and are reviewed through Assess, Plan, Do, Review.

Staff CPD 2024–2027

Training	When
Inclusive teaching and SEND systems	
EEF Special Educational Needs in Mainstream Schools	2024–25
EEF guidance on deploying teaching assistants (2025 update)	2025–26
Collective Commitment to Inclusion	Staff meeting
Building an ongoing holistic understanding of our pupils' needs	2024–25
Provision mapping and Assess, Plan, Do, Review	2024–26
EHCP dissection and analysis	Staff meeting
Whole School SEND Handbook; 'The Riddings Way' handbook	2025–26
TA Professional Standards	2025–26
Whole School SEND (WSS) TA Development Project – adult–pupil interactions	2025–26
Live marking and feedback	2025–26
Embark INSET – Adaptive Teaching (adapting teaching in a responsive way)	June 2026
Embark INSET – Inclusion	October 2026
Clever Classrooms – the learning environment	Staff meeting
Riddings Rambles – peer learning walks	2025–26
Communication and Interaction	
Understanding Autism and Good Autism Practice Modules 1 & 2 (NEN)	2024–26
SENDCo – Neurodiversity Advocate training (NEN)	2024–26
Speech and Language Therapy coaching	2024–25
SaLT – Blank levels, vocabulary development, word finding	2024–25
Colourful Semantics (ISAS)	2025–26
Cognition and Learning	
1stClass@Number 1 – trained staff cascading to all TAs	2024–25
Maths counting sticks	2025–26
Inferential Reading Strategies; fluency reading	2025–26
Social, Emotional and Mental Health	
Emotion Coaching (Educational Psychology Service)	2025–26
ADHD (ISAS)	February 2026
Executive Functioning (DCC)	October 2026
Sensory, physical and medical	
Sensory Processing Differences (ISAS)	2024–25
Derbyshire Sensory Toolkit (ISAS)	2024–25
First Aid	2024–25
Epilepsy (online); anaphylaxis and EpiPen	2025–26
Safeguarding, statutory and planned	
Flick training – safeguarding and compliance, each term	2024–26
Planned: DfE SEND and inclusion training (in-house); ISAS EBSA, demand avoidance and demand anxiety	2026–27

Looking ahead – SEND reform and our next steps

What is proposed and what it means for RJS

A worked example across the layers

An autistic child with speech, language, sensory and regulation differences.

Universal

Predictable routines, visual support, reduced language load, explicit teaching, reasonable adjustments and access to regulation strategies.

Targeted

A structured communication intervention, pre-teaching of vocabulary, planned support with transitions, a personalised regulation plan and small-group teaching – recorded and reviewed in the Individual Support Plan.

Targeted Plus

A speech and language therapist and specialist teacher assess communication barriers, advise on classroom adaptations, model strategies, train staff and help review the plan – through Experts at Hand, without the family first having to pursue an EHCP.

Specialist

If the child needs an extensively adapted curriculum, integrated therapies or a highly specialist environment that Targeted Plus cannot reasonably deliver, a Specialist Provision Package underpinned by an EHCP.

What is proposed (not yet law)

- Schools White Paper Every Child Achieving and Thriving and SEND reform consultation (DfE, February 2026)
- Three layers above the universal offer, with pupils able to draw on more than one, move up or down, and go straight to the layer that matches their need:
  - Targeted – evidence-informed small-group interventions delivered by school staff, recorded in an Individual Support Plan
  - Targeted Plus – targeted support plus specialist advice, assessment or intervention brought into school, including Experts at Hand
  - Specialist – the most complex needs that Targeted Plus cannot meet; a Specialist Provision Package underpinned by an EHCP
- Digital Individual Support Plans for all children with SEND, developed with parents
- EHCPs kept for the most complex needs; existing EHCPs see no change before September 2030 at the earliest
- Experts at Hand: educational psychologists, speech and language therapists, occupational therapists and specialist teachers working in mainstream schools; local roll-out from September 2026
- National Inclusion Standards and an updated SEND Code of Practice
- Inclusive Mainstream Fund and over £200 million of national SEND and inclusion training for all staff
- Inclusion Bases in mainstream schools: Support Bases and Specialist Bases
- New legislation expected from September 2029; first assessments under the reformed system in 2029/30

Our next steps

- Publish our Inclusion Strategy by 31 December 2026: common barriers, inclusive practice, support without diagnosis and working with families
- Check our Individual Support Plans against the proposed model, ready for the digital ISP
- Map our Targeted Plus offer (ISAT, EP, SaLT, OT) to Derbyshire's Experts at Hand offer as it rolls out
- Plan how we use our Inclusive Mainstream Fund allocation (£12,600) to strengthen inclusive practice
- Review The Nest against the DfE Inclusion Bases guidance (June 2026)
- DfE SEND and inclusion training for all staff in 2026–27
- Work with Embark and draw on CST guidance as the reforms develop, keeping families informed

Evidence and policy base

- SEND Code of Practice 0–25 (2015) – graduated approach, four areas of need
- DfE Every Child Achieving and Thriving (Schools White Paper) and SEND reform: putting children and young people first (February 2026) – proposals, not yet law
- DfE SEND reform information for mainstream schools; What's happening now (June 2026)
- DfE Inclusion bases in schools (June 2026) – six principles
- CST response to the SEND reform consultation (May 2026)
- EEF Guide to Inclusive Teaching (2026); EEF SEND in Mainstream Schools – 'five a day'; EEF deploying teaching assistants (2025)
- National Inclusion Standards – to be published