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%

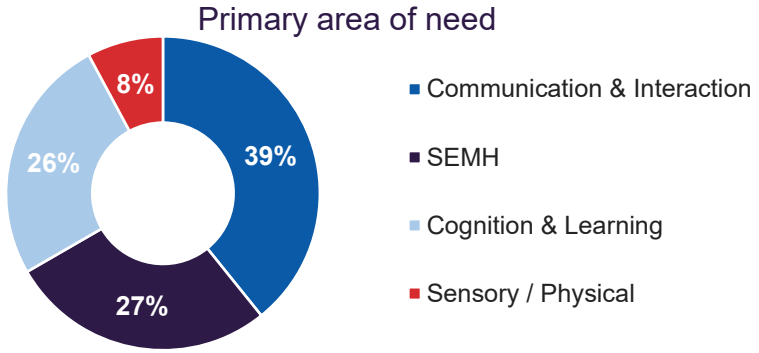
Suspensions / perm. excl.	EHCP	SEN Support	Other
2024-25 to date	0	0	0

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

Riddings Junior School

EMBARK FEDERATION

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.