

Riddings Junior School

Our Graduated Response

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

EMBARK FEDERATION

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 in the Whole School Provision Maps

	Universal – all children	Targeted	Targeted Plus	Specialist
	Universal	Universal	Targeted	Targeted Plus
			Universal	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 WHOLE SCHOOL PROVISION MAPS)				
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.

Anthony Gell School

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 5 and 6 – working with our primary schools

- Meetings with primary schools throughout Years 5 and 6 to identify need early
- Our SENDCO or LPIP attends Annual Reviews for pupils with EHCPs before they join us
- We visit Year 6 lessons, see students working and speak to key staff
- Primaries share assessment data, including pupils working below ARE.

2 When they start

Start of Year 6 – baseline checks for every student

- 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 student, 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