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