



Working with parents

We pride ourselves on our strong relationships with parents to best support our most vulnerable learners through:

Daily meet and greet / end of day –
SLT/WBM/LITAs/CTs
Early Help Offer
Termly Inclusion Coffee Mornings – Facebook group
Parent workshops
Positive Text messages following intervention
Parent Consultations – SENCO support
SENCO meetings
Parent MSForms questionnaires
(Phonics booklet / workshop)
Child's Voice

Whole School Provision Mapping

SLT, Class teachers and Inclusion team identify and prioritise need collaboratively through a cycle of
Assess, Plan, Do, Review
X 6 per year
Investment from all staff / support services / SEN Governor
Whole school overview – robust cycle of provision, progress tracking and evaluation
Allows WBM / LITAs to ensure provision across phases / whole school

Targeted SEND Support

Graduated Response – see docs.
Following identification of need, targeted, **evidenced based interventions** are delivered and monitored by well trained practitioners
Reviewed regularly through Whole School Provision Mapping

RJS Vision for Inclusion

We pride ourselves on being an inclusive school. Our culture of PRIDE means that teaching, learning, assessment and all wider school activities are planned with full consideration of the abilities, needs and strengths of all of our children.

By enabling access to all learning opportunities for children who, due to an obstacle, are at risk of being unable to participate and contribute purposefully to making progress, we strive to ensure best outcomes for all.

RJS Inclusion on a Page

2024-2025

Teaching Assistant CPD

RJS CPD offer for Early Career TAs as well as experienced Practitioners is continuous, focused and strategic.

CPD is offered through weekly Monday sessions, Termly Provision Mapping, INSET, Twilight, Riddings Rambles, Shadowing, Funded TA Qualifications.

Resources to enable TAs to develop their practice and best support learners include: Handbooks - Riddings Way / Phonics / Maths / Live Marking / Autism Advocates / Knowledge Grids

Monitoring and Assessment

Riddings Junior School evaluates the effectiveness of its provision for all pupils with SEN using a continuous cycle of Assess–Plan–Do–Review.

Leaders check progress through Rambles, observations, books, Pupil Voice, assessment data, reviews

Safeguarding

Attendance monitoring

Inclusion Staffing Structure

DC / ES / NG Inclusion Lead
Class teachers
Wellbeing Mentors x 3
(Classroom role, Wellbeing & Early Help)
Lead Intervention Teaching Assistants
Lower / Upper Phase
(Enabling Access overview / Intervention lead / Tracking and Monitoring)
Teaching Assistants / SENTAs
(Enabling Access in class support / small group / interventions / 1:1 for more complex need)

Enabling Access to Inclusive QFT

Enabling Access to quality first teaching is crucial in securing best outcomes for our most vulnerable learners – **‘Every teacher is a teacher of every child including those with SEND.’**

Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those with SEND.

Focus children identified through AfL and assessment data.

Access is enabled through carefully planning and scaffolding learning, making the best use of EA Toolkits such as using a Widgit Online, SEND Handbook, Walsall QFT Handbook.

For our most vulnerable learners, their provision is detailed using a **Child on a Page** approach to support planning and reasonable adjustments.