



Inclusion Support in Education

Reading  
**RISE**



# Reading

# Inclusion Support in Education (RISE)

This document explains the role of the RISE service and how it will support primary and secondary schools in Reading, and post-16 education providers.





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## Introduction

Brighter Futures for Children (BFFC) launched the Reading Inclusion Support in Education (RISE) service in January 2024.

This service is funded by the Department for Education's (DfE) Delivering Better Value (DBV) programme and will be free to access for all schools in Reading. Central government funding will be in place until the end of March 2025.

The RISE service provides support to all Reading schools to improve their offer of Ordinarily Available Provision (OAP), Graduated Response (GR) and support to all children and young people (CYP), including those with special educational needs and disabilities (SEND).

Information on the OAP is listed on the [Reading Local Offer site - OAP](#)

Information on the GR is also listed on the [Reading Local Offer site - GR](#)

### What does RISE offer?

The aim of RISE is to upskill Reading schools so that all Reading children, regardless of their level of need and which school they attend, can access the amazing opportunities presented to them at their local school (including those in sixth form and attending Reading College). Reading children have told us they want to attend their local schools, to go to school with their siblings, with their neighbours and stay close to home. RISE is in place to upskill staff so all Reading schools are able to support all children to achieve their wishes.

The RISE service includes SEND specialists and consultants with experience and knowledge of the different areas of need (e.g., mental health, neurodiversity, behaviour, speech, language and communication needs and sensory needs). RISE supports schools by offering a free, comprehensive yet bespoke training programme, modelling best practice and supporting settings to develop systems that promote early intervention and a strong graduated response when children need that extra bit of help and support.

RISE also works to strengthen local school networks to ensure that good practice can be shared, and schools can work together to exchange knowledge and expertise.

### Core functions of RISE

The RISE team aims to support schools in Reading in four different ways:

Function 1	Function 2	Function 3	Function 4
Providing/organising a training offer that aligns with Reading schools' approaches (e.g., Therapeutic Thinking)	Supporting schools to embed evidence-based strategies in class	Supporting school systems to develop offers of support for all children, with a focus on early intervention	Leading networks so Reading schools can receive targeted training and share knowledge

RISE will seek to support schools using a 'plan, do, review' process. This will use several approaches, as outlined below, which the SEND consultants and specialists have previous experience in delivering.

## Stage 1: Plan

SEND consultants will support settings in identifying and understanding the needs of children, young people and their families and carers (initially through a co-production meeting then through termly planning meetings). This includes:

- support to use self-audit tools
- consultation with staff across the school
- Learning Walks (delivered by Sophie Telford and Gurpreet Kaur, both of whom are qualified teachers)

## Stage 2: Do

SEND consultants agreeing an action plan for the setting involving support from RISE SEND consultants/specialists/BfFC services/external services. Support from RISE can include:

- INSET/training
- Coaching for teaching assistants (TAs)
- Consultation forums
- SEN drop-in
- Mentoring
- Support with organisational change.

## Stage 3: Review

The impact of the above approaches will be reviewed with the SEND Consultant before future actions are agreed. This can be discussed with the RISE Team's Performance and Data Analyst.

## Function 1: Providing a training offer in line with recommended approaches

Prior to the RISE service being launched, Reading schools were surveyed about the support and training they would like in addition to what is already on offer from other services. The RISE training offer for schools and teaching is based on the outcomes of the survey and provides access to free training around key areas of need as requested by schools and in line with the approaches agreed across BfFC.

BfFC has bought into several training packages which can be delivered by schools internally free of charge. Access to these videos/resources can be requested by emailing [RISE@brighterfuturesforchildren.org](mailto:RISE@brighterfuturesforchildren.org). Schools can also be provided access to the 'RISE Knowledge Hub', a SharePoint site accessible to any teacher in Reading. These resources include:

- Therapeutic Thinking schools (TTS) training videos
- Resources regarding several areas such as pupil premium, pupil support plans and harmful sexual behaviour (HSB)

Should further input be required, a list of full training and what can be delivered by RISE, or our partners, is available on the RISE Knowledge Hub. The RISE Knowledge Hub hopes to support schools to identify all suitable training providers in the area, so schools can select the training that suits them.

## Areas include:

- Local service offers
- Mental health
- Speech, language and communication needs (SLCN)
- Neurodiversity
- Racial literacy/anti-racism
- Supporting high needs students
- Psychology of learning
- Quality first teaching
- Sensory needs
- Statutory duties (including social workers, exclusions)
- Emotional regulation
- Harmful sexual behaviour
- School avoidance
- Managing stress for teachers
- Curriculum
- Assessment
- Responding to local issues
- Teacher development

## Function 2: Embedding evidence-based strategies in line with BfC recommended approaches

All members of staff in RISE have received training in the Goal Reality Options Will (GROW) approach to coaching. Staff in RISE may also use approaches such as 'solution circles' to support school staff to identify solutions. This approach allows RISE to provide extra support to schools to support implementation of evidence-based approaches that are already actively promoted within Reading. These include:

### The Therapeutic Thinking school (TTS) approach

The [TTS approach](#) aims to support schools to develop a trauma-informed method to managing behaviour and inclusion in schools. BfC (via the School Effectiveness team) introduced Therapeutic Thinking to schools in late 2018 and the majority have now bought into the approach. Headteachers are leading change in their schools and BfC provides ongoing training and support to help school leaders to embed the approaches. This project runs annual refreshers and since it began, exclusions in Reading schools have significantly reduced. Prior to RISE, BfC offered whole school and setting training, ongoing drop-in clinics, network meetings, bespoke consultancy, resources, and course materials, including a continuing professional development video package to support leads to embed the approach in their schools and a blog for schools and officers to access information, successes, and news items. RISE will continue to promote this approach and provide further support outlined in functions 1 and 2.

### A growth approach to autism in Reading

Reading has adopted a [growth approach to autism](#) because the number of autistic children and young people in the borough is growing, and they and their families tell us about their experiences in education which indicate services still need to be improved. The Autism Education Trust (AET) programme, led by the National Autistic Society and Ambitious about Autism, supported by the

Department for Education has accepted Reading as a local AET hub, and RISE will support the delivery of good practice standards for education settings.

### The Social Communication Emotion Regulation and Transactional Support (SCERTS) approach

The SCERTS model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and young people with autism and related needs, and their families. RISE and BfFC are advocating for the use of SCERTS across Reading schools as a comprehensive tool that provides what they need from assessment through to review. It is also compatible with other evidence-based strategies such as Attention Autism and Intensive Interaction.

### Intensive Interaction

Intensive Interaction is an approach to connecting with and/or teaching early communication and interaction skills to those who find communication, or being social, a challenge. It aims to teach the fundamentals of communication as well as developing sociability, cognitive abilities and emotional wellbeing. Intensive Interaction supports a person to develop competence and confidence as a communicator. It also builds trust, security, and affinity with others, all of which are essential for positive relationships to thrive. All members of RISE have been trained in this approach and can support schools in delivering it within their settings.

### Speech and language therapy (SaLT) and occupational therapy (OT)

The RISE team has worked to ensure close links with the Children and Young People's Integrated Therapy (CYPIT) team, which has several toolkits schools are frequently signposted to. RISE's highly skilled workforce includes a speech and language therapist (SaLT), specialist and occupational therapist (OT). RISE will be supporting schools to use evidence-based SaLT and OT approaches, referring to the CYPIT toolkits (and others), to strengthen the OAP within these important areas. Also visit BfFC's online [speech, language and communication hub for professionals](#) for additional toolkits and more.

### Evidence-based approach towards Emotionally Based School Avoidance (EBSA)

Guidance has been produced by BfFC outlining the principles of how to support children experiencing EBSA in a therapeutic and evidence-based way. The RISE team will be supporting training and implementation of these strategies.

### Supporting attention needs

RISE will support schools to use Lambeth's Attention Difficulties Resource Pack, to support learners who may be struggling with attention needs.

### English as an additional language (EAL)

RISE will support schools to apply the principles of The Bell Foundation's 'EAL and SEND: A Framework for Integrated Provision in Schools' document, published in February 2024.

### Anti-racism

When promoting all these approaches, we seek to be an anti-racist service, promoting racial equity. The RISE team encourages schools to undertake the [racial literacy training](#), overseen by BfFC's School Effectiveness team.

## Teaching children with demand avoidance and resistance (toolkit from the School Effectiveness team)

RISE may refer to the above guidance provided by the [School Effectiveness team](#).

### Working with other professionals

RISE may support schools to implement strategies and recommendations from other BfC professionals, for example the [Educational Psychology Service](#), or the outcomes from a mental health surgery.

## Function 3: Supporting school systems to develop early intervention approaches to aid a strong graduated response (GR) and ordinarily available provision (OAP)

The OAP documents are available to access on the [Reading SEND Local Offer site](#). This is a statement of the special education provision expected to be ordinarily available in Reading settings, schools, and colleges for children with special educational needs and/or disability (SEND) aged 0 to 25.

[The GR documents can be found here](#). This document aims to support schools and settings to provide a structured approach towards supporting children's needs, with the support gradually increasing until the child's needs are met.

In the first instance, RISE specialists and consultants will be working to re-write these important documents, co-producing it with stakeholders across Reading and making it more interactive. RISE will then support schools to implement strategies outlined in this document.

RISE is also able to support schools with auditing. While the School Effectiveness team will complete in depth SEND audits, RISE can support with specific tools to help schools develop systems to support early intervention. These tools include:

- The Therapeutic Thinking Schools (TTS) audit activity
- The Autism Growth Approach 5-point plan
- The principles of instruction:
- Tom Sherrington Walk-Thru's
- SEND evaluation audit
- The Bell Foundation's EAL auditing tools.

## Function 4: Facilitating networks and shared knowledge within Reading Schools

### Special Educational Needs Coordinator (SENCo) Network

Dr Alec de Sausmarez, Senior Educational Psychologist/RISE Service Lead, will be running the SENCo Network, which takes place six times a year via Microsoft Teams. A change to this programme is that there will be two separate meetings, one for primary and one for secondary. All SENCos in Reading are invited to attend or send a representative (email [RISE@brighterfuturesforchildren.org](mailto:RISE@brighterfuturesforchildren.org) if you are not on the list). Each event will include one or other aspects of the following:

- Local and national developments in SEND
- Funding for SEN
- Achievement and progress of pupils with SEND



- Development of moderation and peer reviews
- Keeping up to date with Ofsted requirements
- Sessions on a range of special educational needs
- Sharing best practice across the local authority
- Sharing data around effectiveness of local SEND support (e.g., RISE, EPS).

### Senior mental health lead (SMHL) network

Dr Alec de Sausmarez will be running the SMHL network, which takes place three times a year in person at Churchend Primary School. All SMHLs in Reading are invited to attend or send a representative (email [RISE@brighterfuturesforchildren.org](mailto:RISE@brighterfuturesforchildren.org) if you are not on the list). Each event will include one or other aspects of the following:

- Updates in BfFC regarding accessing support for mental health (e.g., RISE, MHST, PMHW)
- Sharing data around effectiveness of local mental health support (e.g., RISE, MHST, PMHW)
- Guest speakers from local organisations providing mental health support
- Monitoring the growing role of the SMHL
- Peer learning and information sharing.

### Family workers' network

Sharon Priest, BfFC SEND Consultant, will run the family workers' network, which takes place eight times a year for one hour after school via Microsoft Teams. All family workers in Reading are invited to attend or send a representative (email [RISE@brighterfuturesforchildren.org](mailto:RISE@brighterfuturesforchildren.org) if you are not on the list). Each event will include one or other aspects of the following:

- Developments regarding the offer for families locally and nationally
- Discussion of strategies to support the families in your school
- Guidance in engaging families to access the support on offer within school and the wider community
- Guest speakers from local organisations supporting families in Reading.

### The teachers from a global majority network

Gurpreet Kaur, BfFC SEND Consultant, is working closely with Amanda Walcott-Barnett, Deputy Headteacher at EP Collier Primary School, and Andrea O Neal, Inclusion Lead at Katesgrove and Southcote Primary Schools, in supporting the delivery of a network for teachers from a global majority background.

### The special schools' network

Sophie Telford, BfFC SEND Consultant, will be running the special school network, a place where local special schools can meet and share knowledge.

### The neurodiversity network for schools

Jenna Redmond, BfFC SEND Consultant, will be running the neurodiversity network for schools. This will include:

- Solution Circles for challenging cases
- Guest speakers on selected topics

## Working with RISE

### Referrals into RISE

RISE will only be working directly with settings in Reading as agreed through termly planning meetings. RISE will not be completing individual assessments and will not be recording any data on individual children. We also do not attend any meetings about specific children (e.g., team around the child meetings), but will follow up with schools about agreed actions to change systems if necessary. We also may support schools to implement strategies recommended by other professionals who have completed 1:1 work (e.g., educational psychologists, SaLT).

If parents want RISE to support their child's setting, they are encouraged to consult with their school's SENCo and if necessary, seek support from [Reading Information Advice Support Service \(IASS\)](#).

### Length of visits

Currently, there is no set amount of time that RISE can offer support to schools. However, we expect to be able to provide support in some form at least fortnightly.

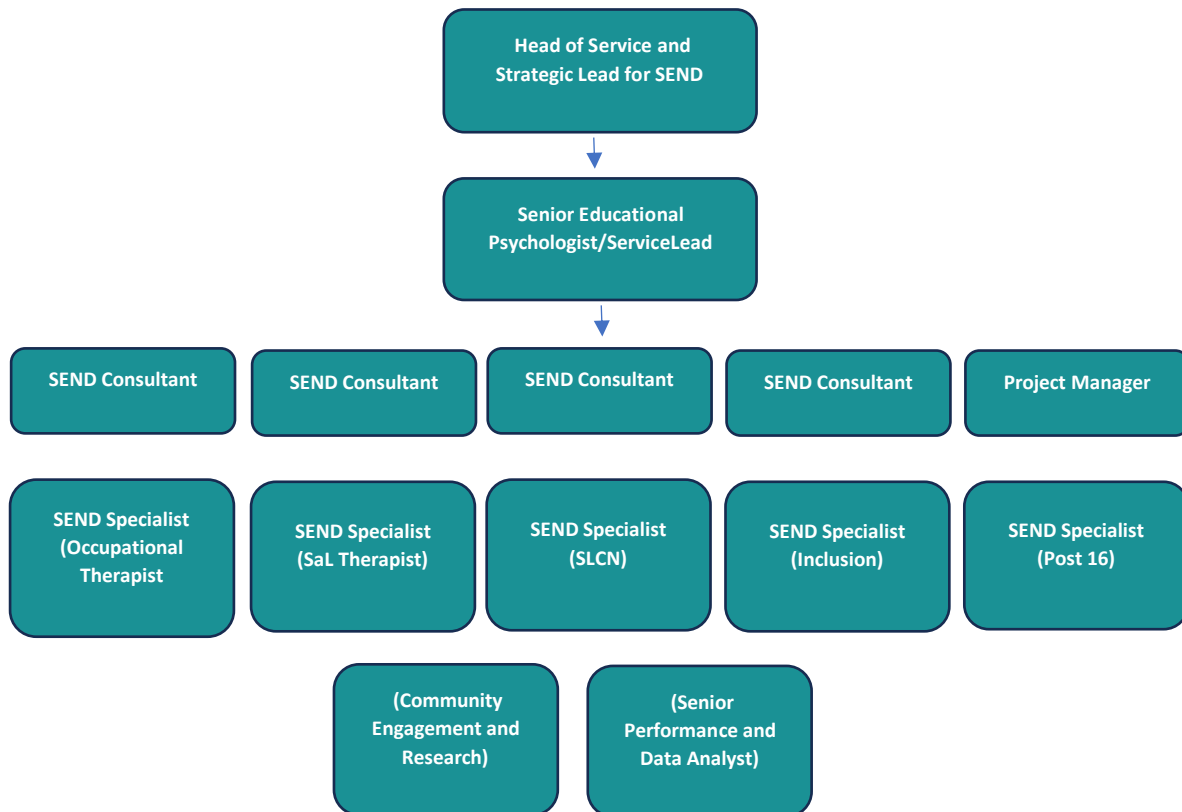
Duration and frequency of visits can be agreed between school staff and SEND consultants during planning meetings. Notes will be provided to schools after every visit.

### Data reporting

RISE will collect, store and report on data about the impact of RISE to various stakeholders and partners.

RISE will seek data by the following means:

- Teacher and teaching assistant satisfaction/confidence report (via self-report and manager report)
- Average performance for children with SEND across a range of domains (e.g., academic progress, social/emotional progress, communication/interaction progress, reduced exclusions/increased inclusion)
- Reported satisfaction from children and young people and families at Reading Schools
- Service user feedback.



Core hours of operation: 9am to 5pm, five days a week (Monday to Friday), excluding Bank Holidays.

### Lead of service and senior educational psychologist (EP)

The lead of RISE and senior EP manages the day-to-day operation of RISE and facilitates function 4 (see above). This includes line management and supervision of RISE staff, liaison with all partners (schools, other BfFC Education teams, health teams, parent representatives etc.). The role also involves recruitment and retention of staff; development of the service offer, in collaboration with partners and commissioners; delivery and organisation of training; writing and reviewing risk assessments.

### SEND consultants

Each SEND consultant is linked to several settings across Reading, so every setting has a key link with the RISE team. They primarily support settings with functions 1 and 3 (see above). This consultant can support SENCOs and SLT to access resources available within and external to BfFC/RISE.

Of the four SEND consultants, they each have areas of relative expertise:

- Teaching and leadership within a mainstream primary school
- Teaching and leadership within a specialist provision and teaching within a mainstream school
- Autism advisory work and input into strategic direction in BfFC
- Social worker who has worked with children and families in statutory work and early help.

## SEND specialists

SEND specialists play an important role in supporting and working with education staff to improve their offer of ordinarily available provision (OAP) and better support all children and young people with additional needs. This can be seen above in function 2.

Under supervision, SEND specialists will deliver and assess outcomes-focused, evidence-based interventions to settings and education staff. SEND specialists work with schools delivering structured evidence-based support and early intervention strategies. Each SEND specialist has their area of relative expertise.

### Community engagement and research officer

The community engagement and research officer's role is to co-produce the RISE offer with stakeholders, so they are informing service design. They will closely link with our whole Reading community, particularly focusing on underrepresented communities. They will seek to inform parents of the wider processes and ongoing changes regarding supporting children with special educational needs in Reading, including the Reading SEND Local Offer.

### Senior performance and data analyst

The performance and data analyst works closely with the Performance and Data team to identify the trends within SEND and for EHC needs assessment requests. The performance and data analyst will be creating baseline data to identify and monitor the impact of the RISE service.

The performance and data analyst will create process maps for SEND processes to better outline the constraints the SEND team are under to report to BfFC and Reading's senior leadership teams.

## Anti-racism and racial equity statement

### 1. Purpose

The RISE team at Brighter Futures for Children is unwavering in its dedication to creating an inclusive and racially equitable environment in all aspects of day-to-day operations. This policy outlines our commitment to embedding fair and just practices, irrespective of race or ethnicity.

### 2. Commitment to diversity and inclusion

RISE recognises the inherent value of diversity and inclusion. Our team is committed to cultivating an inclusive culture that celebrates the unique perspectives each team member brings to our work in RISE.

### 3. Non-discrimination

Discrimination based on race, ethnicity, colour, or nationality is strictly prohibited within the RISE team. Every member, including employees, partners, and stakeholders, will be treated with respect and dignity.

## 4. Equity in programme implementation

The RISE team is committed to implementing programmes and support services with fairness and impartiality. Our goal is to ensure equitable access and outcomes for all students and participants, regardless of their racial or ethnic background.

## 5. Training and education

Continuous training and educational programs will be provided by the Anti-Racist and Racial Equity Network to RISE team members to enhance awareness of racial equity issues and to develop cultural competence, ensuring our approach is sensitive and inclusive.

## 6. Inclusive community engagement

RISE initiatives will actively seek input and involvement from diverse communities by the community engagement and research officer. Collaborations and partnerships will be formed to authentically represent the varied perspectives within the communities we serve.

## 7. Reporting mechanism

RISE actively promotes the reporting of any incidents related to racial discrimination or inequity within our programmes. We are committed to establishing a confidential reporting mechanism to promptly address concerns, guaranteeing a secure and inclusive environment. Specialists are available to engage with consultants, and concerns can also be raised directly with the service lead.

## 8. Evaluation and accountability

Regular assessments of RISE's racial equity initiatives will be conducted with the help of Anti-Racist and Racial Equity Network, and the entire team will be held accountable for progress through transparent reporting and open dialogue.

## 9. Ongoing review

This policy will undergo regular reviews to ensure its continued effectiveness and relevance in promoting racial equity within the unique context of the RISE team's work.