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.

Contents

Introduction

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

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 and GR is listed on the Reading Directory, available here.

RISE team's beliefs and values

The RISE team has a set of beliefs and values, agreed as a whole group, to guide the team's approach to supporting schools and children. These foundational principles foster consistency in practice, ensuring that all team members align their efforts toward a shared vision of inclusivity and equity in education. By establishing a common framework, the RISE team can effectively collaborate, communicate, and advocate for the needs of students, ultimately enhancing educational outcomes and fostering a supportive environment for all learners.

Maximising the positive impact of education for the children in Reading
- Children and young people to be understood, valued, included and achieve their potential, having a sense of belonging in our schools
- Supporting the development of a mentally healthy workforce in schools (as we know this encourages positive mental health children)
- Driving sustainable change via agreed evidence-based approaches

Encouraging collaboration and integration across Reading:
- Working with children and young peoples
- Working with parents
- Working with teachers
- Facilitating the sharing of good practice
- Integrating with other services/organisations operating in Reading to encourage consistent approaches

Promoting strong shared values across educational settings
- Promoting equity for all
- Providing the right support at the right time, in the right place
- Building an inclusive Reading, where all our children and young people can thrive and diversity is embraced supporting our children to become the independent and fulfilled adults of tomorrow
- Driving evidence-based practice (e.g., Good Autism Practice, SCERTS, Therapeutic Thinking Schools)

What does RISE offer?

The aim of RISE is to upskill Reading schools so that all Reading children and young people, 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
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
Function 4	Function 5	Function 6
Leading networks so Reading schools can receive targeted training and share knowledge	Enabling professional reflection for working with SEND children	Supporting maintained primary schools with children demonstrating dysregulated or functional behaviour

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

RISE work will be agreed via the joint termly planning meeting, typically taking place between RISE, the Educational Psychology Service (EPS) and the SEND team. The purpose of this meeting is to identify Children or Young People (CYP) who will benefit from increased strategies from the Ordinarily Available Provision (OAP) and Graduated Response (GR) documents.

Through the planning meeting, two groups of CYP will be focused on for RISE support:

1. Children on SEND Support where there are concerns about poor outcomes due to unidentified need, placement breakdown or needs not being fully met within Ordinarily Available Provision

2. Children with an EHCP at risk of placement breakdown.

Once these groups have been identified, schools will be requested to complete the RISE consent form for data tracking. There are two options for completion:

1. Targeted work around one individual child, where more detailed information and history will be requested

2. Class/year group/school level work, where two to five target children should be identified as target students to measure outcomes, and limited information will be requested

Schools will typically refer following the SEN/EPS/RISE planning meetings, however, there may be instances where a school require support outside of this meeting and may therefore complete the form throughout the year. At the planning stage, the key member of staff (teacher or SENCo) will be asked to rate their level of concern for monitoring purposes.

Stage 2: Do

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

- Observation of a child/class to understand the right strategies to implement as outlined in the OAP/GR
- Guidance/modelling around implementation of agreed approaches
- Guidance/modelling around implementation of strategies and approaches as recommended by external professional reports and/or Educational Health Care Plan (EHCP), if relevant
- Advice around setting up targeted individual or small group provision (e.g. sensory circuits, speech and language interventions, learning interventions)
- Support with disseminating information (e.g. pupil passports) using outlines approaches (e.g. Therapeutic Thinking) and its implementation
- Advising on individual education plans (IEPs) or SEN support plans
- INSET/training
- Coaching for teaching assistants (TAs)
- Consultation forums
- SEN drop-in
- Mentoring
- Support with organisational change

Support from RISE will be outlined in a record of RISE involvement document.

Stage 3: Review

The impact of the above approaches will be reviewed in consultation with school or at the termly planning meeting with the SEND Consultant before future actions are agreed. The progress of the children referred will be measured following RISE support, with the teacher/SENCo re-rating their level of concern again, as completed in the plan phase.

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 school staff 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@reading.gov.uk. Schools can also be provided access to the 'RISE Knowledge Hub', a SharePoint site accessible to any member of school staff in Reading. There are a wide range of resources and information available on the RISE knowledge hub.

Should further input be required, a list of full training that 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 BFfC 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 support to schools to implement 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. BFfC (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 BFfC 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, BFfC 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 communication and emotional regulation differences experienced 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 a person-centered communication method that focuses on developing social inclusion and communication skills for individuals who may be at early stages of communication development. 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) approaches

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), 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 and GR within these important areas. RISE will also support school staff who have completed Elklan speech and Language training to apply the skills and strategies learnt on this course within their setting. 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 can support schools to implement strategies and recommendations from other BFfC professionals, for example the Educational Psychology Service or Children and Young People's Integrated Therapies (CYPIT).

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 Directory | Special Educational Needs & Disabilities - Reading's Local Offer . This is a statement of the special education provision expected to be ordinarily available in Reading settings, schools, and colleges for children and young people 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.

RISE will 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-Thrus
- SEND evaluation audit
- The Bell Foundation's EAL auditing tools
- Sensory and communication environmental audits

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, runs the SENCo Network with Katherine Lee (Senior Case Officer in the SEND team), which takes place six times a year via Microsoft Teams. There are two separate meetings, one for primary and one for secondary SENCOs. All SENCos in Reading are invited to attend or send a representative (email RISE@reading.gov.uk 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).

The Alternative Resourced Provision (ARP) network

The Alternative Resource Provision (ARP) Network supports staff from ARPs across Reading to meet six times a year, chaired by Jenna Redmond and Sophie Telford (SEND Consultants). These meetings provide an opportunity to share practice, discuss challenges, review pupil progress, and stay updated on local and national SEND trends. The aim is to ensure consistency, quality, and continuous improvement across all provisions. Areas for discussion include:

- Sharing effective approaches such as SCERTS, Therapeutic Thinking, or AET frameworks
- Reviewing and aligning with curriculum guidance and assessment frameworks
- Problem-solving challenges with peer support from other ARP leads
- Exploring evidence-based interventions and updates
- Reviewing Ofsted or DfE guidance relevant to SEND and alternative provision
- Identifying training needs or collaborative CPD opportunities
- Discussing transition planning for pupils moving between settings or key stages Monitoring and reflecting on pupil outcomes and inclusion impact

Function 5: Enabling professional reflection for staff working with SEND children

As new teams launched across Reading and BFfC since 2021, opportunities for professional reflection were raised regularly by headteachers and senior staff as something they feel would be of benefit to their workforces.

The role for the RISE team will fall within two domains:

1. Ensuring post-incident de-brief is in place across Reading schools

2. Providing space for professional reflection for designated safeguarding leads (DSLs)/senior leadership who require a more experienced and advanced level of input due to the demands of their role, which can be provided by the RISE team.

Post-incident debrief

If supporting a school or member of staff and a RISE officer is told that there has been an incident or event that has impacted on the community, the member of staff will notify the Educational Psychology Team. For whole-school support regarding school effectiveness or well-being, RISE staff will signpost towards the school effectiveness team.

Incidents where a dysregulated child or young person has been physical towards an adult may be challenging for school staff, and using post-incident debrief has shown to be effective at supporting both adults and the child.

It is important to remember that debrief only addresses the immediate event and is not a substitute for long-term and regular support/supervision or therapy services (if required).

Mental Health First Aid (MHFA)

To strengthen the effectiveness of a debrief, it may be most effective to involve a member of staff who is trained in MHFA approaches. Schools can refer to the '*BFfC Post Incident Debrief Guidance for Schools and Settings',* which is available on the RISE Knowledge Hub.

Providing professional reflection for DSLs/senior leadership

Sharon Priest (SEND Consultant) can provide professional reflection that can take place in either a small group or individual format. It may be that this approach needs to be adapted depending on the needs of the staff member, or cohort they are supporting.

The scope of professional reflection should be:

- Supporting the learning/development of teaching practice
- Management of the role
- Strategies to manage workload.

Schools can register interest to receive professional reflection by emailing their RISE link SEND Consultant. When interest has been considered, the RISE team will be in touch with an offer.

Function 6: Behaviour support

Behaviour support is currently available in maintained primary schools (as the funding for this function is directly from schools).

RISE seeks to support adults to implement strategies to co-regulate with children, to remain curious about the factors that might be causing distressed behaviour and provide strategies to regulate their behaviour and reduce suspensions/exclusions.

RISE involvement includes a consultation, followed by planning/implementation support and a review. This will usually be delivered by our specialist behaviour SEND consultants, and there is extra resource available for implementation support.

Following review, if the initial consultation or planning/implementation is not successful, the child/young person will be carefully monitored and a high level of support provided.

This support aims to ensure that children in Reading demonstrating behaviours that challenge are appropriately supported in their settings by:

- Having a detailed analysis of the presentation of the behaviours
- Ensuring they are appropriately supported in their settings through the implementation of evidence-based support strategies
- To identify and manage concerns that occur from the behaviours that challenge

School and other agencies involved will be asked to provide a copy of all relevant documents and RISE staff will discuss with the school if there is an appropriate plan in place to support the CYP.

Alongside the RISE involvement, the CYP, family and schools' views (this may already be in place if there is a recent EP report) will also be considered.

When seeking to implement the strategies based on the agreed plan, RISE Regulation staff will support school staff confidence and effective implementation of strategies as well as liaising with other BFfC teams and relevant services, if appropriate.

Following a cycle of support, and where behaviours are still resulting in risk of harm, RISE Regulation will coordinate a multi-disciplinary meeting to mitigate and identify additional resources and agree on next steps.

Working with RISE

Referrals into RISE

Referrals into RISE can be made by the school, with the consent of the child's parents/carers. Schools will typically refer following the SEN/EPS/RISE Planning meetings, however, there may be instances where a school require support outside of this meeting and therefore complete the form throughout the year. Other teams may also request RISE involvement, and complete the attached form, or request schools do so.

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

Duration and frequency of visits will be agreed between school staff and SEND consultants during planning meetings. Support from RISE will be outlined in a record of RISE involvement document that will be sent to schools.

Data reporting

RISE will collect, store and report on data about the impact of RISE.

RISE will seek data by the following means:

- Key member of school staff (teacher or SENCo) will be asked to rate their level of concern around individual children and young people who have been referred to RISE
- Teacher and teaching assistant satisfaction/confidence 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, young people and families attending Reading Schools
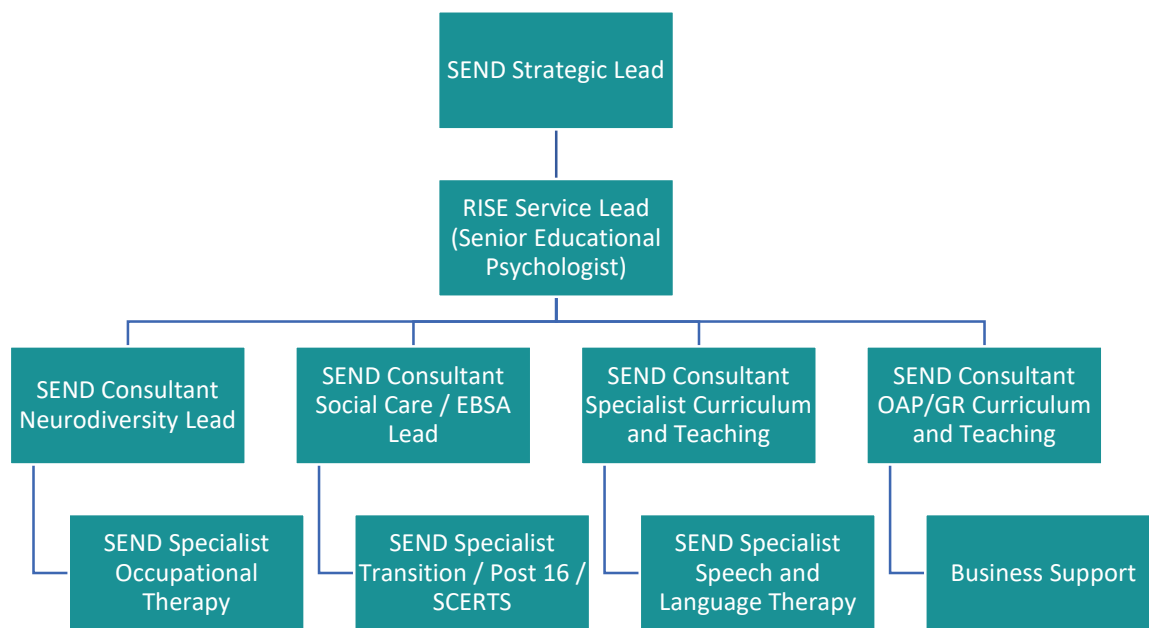- Service user feedback.

RISE workforce

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                          ┌─────────────────────┐
                          │ SEND Strategic Lead │
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                                     │
                          ┌──────────┴──────────┐
                          │   RISE Service Lead │
                          │ (Senior Educational │
                          │    Psychologist)    │
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SEND Consultant Neurodiversity Lead	SEND Consultant Social Care / EBSA Lead	SEND Consultant Specialist Curriculum and Teaching	SEND Consultant OAP/GR Curriculum and Teaching
SEND Specialist Occupational Therapy	SEND Specialist Transition / Post 16 / SCERTS	SEND Specialist Speech and Language Therapy	Business Support

Figure 1. RISE team structure

The RISE Regulation team (only open to maintained primary schools) has the following structure:

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        ┌─────────────────────┐
        │   RISE Service Lead │
        │ (Senior Educational │
        │    Psychologist)    │
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        │   SEND Consultant   │
        │ RISE Regulation Lead│
        └──────────┬──────────┘
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        ┌──────────┴──────────┐
        │   SEND Consultant   │
        │     Curriculum      │
        └──────────┬──────────┘
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            ┌──────┴──────────┐
            │ Inclusion Officer,│
            │ Inclusion Support │
            │ Practitioner x 2  │
            └───────────────────┘
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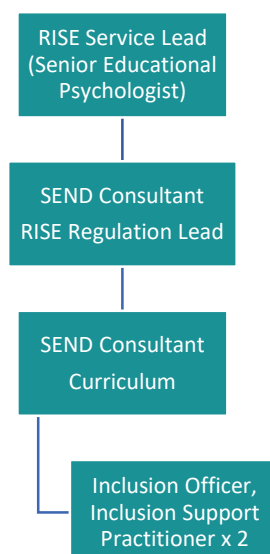
Figure 2. RISE Regulation team structure

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

Lead of service

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.

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). The 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.

Whenever a referral is made to RISE, the SEND consultant with the most relevant skill set is allocated to manage the RISE response.

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.

Inclusion Officer (RISE Regulation only)

This role aims to reduce exclusions and promote educational inclusion across Reading's maintained primary schools, by:

- Supporting schools through strategic changes aimed to promote inclusion
- Advocate for children at risk of exclusion, ensuring safe and supported school placements
- Provide guidance on statutory duties around exclusions and suspensions
- Collaborate with schools, families, and local authority teams to improve outcomes.

Inclusion Support Practitioner (RISE Regulation only)

This role focuses on supporting the inclusion of primary-aged children in Reading who present with behaviours that challenge, using therapeutic and evidence-based approaches. This can include

- Direct work with children in schools, using coaching and therapeutic strategies.

- Support school staff in implementing inclusive practices aligned with Reading's Therapeutic Thinking Schools (TTS) approach.
- Deliver training and professional development to improve behaviour support.
- Collaborate with multidisciplinary teams including Educational Psychologists, SEND Consultants, and Mental Health professionals.

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.