



Riverview Stepping Stones

Specialist Resource Provision Handbook 2025-2026

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Introduction And Aims

The aim of this booklet is to provide information about the Riverview Specialist Resource Provision (SRP), Stepping Stones, for parents, staff, governors, outside agencies and any other interested parties.

At Riverview Family of Schools we are committed to building inclusive environments, where every child can feel safe and happy and capable of success. We want our children to leave our care as lifelong learners and responsible citizens, ready to meet the challenges of the future, whilst being kind and hopeful, resilient and respectful. In this, we want every child to have an educational pathway that meets their needs, from age 3-16.

As part of ensuring these pathways, our Stepping Stones at Riverview KS1 provision opened in April 2025. This SRP is based at Castledyke Primary School. Castledyke Primary School has been providing primary education for the Barton community since 1914 and is committed to ensuring a positive, secure and stimulating environment where children feel safe, can learn and are all valued. It forms part of the Riverview Federation, which was established in September 2022, with the aim of achieving excellence in every aspect of education for the community of Barton and beyond.

The Stepping Stones SRP enables up to 10 children, with a diagnosis of autism, to be a part of this thriving school community while receiving specialist support. Each child is on roll within one of our mainstream classes. We aim for them to join that mainstream class for lessons, activities and other experiences, wherever possible, by providing the support they need to do so. This support includes activities to strengthen social and communication skills and close working with families. Relationships with the children and their families are crucial to our success and we are proud of the lengths we go to in order to achieve this.

We are a stepping stone to transitioning pupils into the mainstream school, once they are able to do so. We offer a secure, enabling and nurturing environment, which aims to equip pupils with the scaffolds and strategies to fulfill their potential, both within the SRP and in a successful and progressive integration into the mainstream school, on a full time basis.

Admission Criteria And Referral Process

Referral Process

All applications/referrals will be through the North Lincolnshire, Local Authority SEND team. If you are a parent with a child who has an EHCP, and are considering this provision, this should be discussed with your EHCP coordinator in the first instance, who can advise on this process.

Staff from the SRP will meet with parents and visit with every child in setting before consideration can be given to placement. As part of the process, the child may also take part in a taster day/ trial session at the SRP, to assess whether the placement is suitable. The Local Authority will propose admissions to the SRP but the final decision as to whether or not to admit will rest with the Strategic SENCO, Lead Teacher and Headteacher.

Admission Criteria

Children must meet the specified criteria for a place to be considered. This criteria is as detailed below:

- Child will have an EHC plan.
- Child will have a diagnosis of autism or have been placed on the diagnostic pathway for autism.
- Parents will accept that members of the school community will be aware of this diagnosis.
- The child has the potential to access the national curriculum, with appropriate adaptations/ reasonable adjustments.
- The child has the potential to access mainstream classrooms, with support.
- The child, with appropriate support, has the potential to conform with the behaviour standards as per the school's behaviour policy.
- Child is residing within the North Lincolnshire boundary.

Placement will be agreed if:

- The school can meet the child's needs.
- There is a vacancy in the appropriate key stage.
- It is compatible with the interests of other children already in the SRP.
- It is an efficient use of available resources.

Transport

For children who need transport provided by the North Lincolnshire Local Authority, a request is made through the Local Authority transport panel. Parents should discuss this with their EHCP coordinator, if required.

The SRP Set Up

The SRP opened in April 2025. The unit building is linked to the main school, and consists of the following facilities:

- A dedicated main classroom, which has been designed to meet the special needs of the pupils who will attend, including both individual workstations and group work areas.
- A specially designed sensory room.
- An outdoor play area (linked to the mainstream playground).

The Learning Environment

Our aim in Stepping Stones is to create a positive, calm, happy and structured environment in which the children feel secure and can achieve their full potential. As such, we have considered how the environment can address the needs of autistic children.

We have created a low arousal environment:

- over stimulating aspects have been reduced
- designated zones have been created – including zones with different sensory and social input levels
- a designated separate sensory room is also provided.

We also manage social communication with the use of:

- small group activities
- structured class social times
- supported access to shared play areas, when suitable.

If needed to access the school day, we also provide:

- therapy inputs and intervention programmes
- personalised support and learning plans
- curriculum adjustments
- visual/ alternative communication methods.

Our Curriculum

As well as developing their academic skills, our priorities include social interaction, communication, self help, independence and life skills, and emotional regulation. We achieve this through a broad and balanced curriculum delivered through a personalised learning approach. We deliver core knowledge, including Maths, English and science, as well as a range of curriculum experiences, developing fine and gross motor skills, creativity, knowledge of the world and cognitive development.

Our curriculum thematic approach in the SRP is supported by key quality texts that are recommended by Literacy Tree, an award winning book based platform for primary English. This platform is used across all the mainstream classes and provides excellent linked opportunities across the curriculum.

Our curriculum delivery is based on personalised needs and therefore could include:

- whole class differentiated activities based on the individual needs
- individual tasks based on specific EHCP targets
- activities based on the child's interests
- 1:1 and small group activities
- independent choosing activities
- play based learning activities
- accessing mainstream lessons, activities and resources.

Staffing



Dr Emma Rice-Adams is the Strategic SENCO for the SRP. She has been the SENCO of Baysgarth School for 5 years and, prior to this, taught in Education and Autism Studies at Sheffield Hallam University, whilst completing a PhD focused on autism and mainstream schooling. She has a detailed knowledge of autism and special educational needs and is passionate about ensuring inclusive schooling across the curriculum for SEN pupils.



The lead teacher for the SRP is Mrs Marie Embling. She has been a teacher at Castledyke Primary School since 2013 and has a wealth of knowledge of special educational needs across Early Years and Key Stage One. She also has personal experience of children with SEN and this has driven her passion and determination to ensure all children have the best possible education. She is supported by two highly skilled learning support assistants (LSAs) and a speech therapy assistant.

Day to Day Operation

Children attend sessions in the provision from 9.00am in the morning until 2.30pm each day. This is to ensure staff consistency for the children throughout the week and still allow staff time to engage in appropriate CPD, to plan lessons and prepare resources, and to adapt any provision for the next day, based on any difficulties that have emerged.

Children do have a soft start and so can arrive from 8:45-8:55 for a 9am start. Children arriving by foot will be greeted at the reception door by staff every morning. Children who arrive by taxi or by car will be greeted by staff at the front of the school in a designated drop off area. They will be collected at the same point each day.

Lunchtime Arrangements

There is a wide range of healthy school meals, including sandwich options, that are prepared on the premises. All children in key stage one receive a free school meal as part of the government entitlement. You can of course also provide a packed lunch. The majority of the children eat in the dining hall, although some children may be working towards this aim. The SRP will have its own lunch slot so this will be a quieter slot. Lunchtime supervision is covered by SRP staff for those pupils who cannot access the main lunchtime provision.

There are a number of options for lunchtime provision. These will be based on the individual needs of the children but could include:

- Children attend the main lunch hall during normal lunchtimes and then join the main playground with staff.
- Children attend the main lunch hall on an SRP quiet slot and then return to the SRP with staff.
- Children eat lunch within the SRP and then join the main playground with staff.
- Children eat lunch within the SRP and utilise our smaller outdoor space with staff.

How We Support Our Children

Personalised Target Setting

As set out in the SEND code of practice (2015), we include parents in the setting and reviewing of our targets. We use the children's EHCP long term targets to inform our individual education plans (IEP). This is inline with our mainstream provision, and is reviewed three times a year. Within Stepping Stones, we then break these down into short term targets that we use on a daily basis to inform our teaching, to plan personalised learning tasks and to review progress. As short term outcomes are achieved, we will then set new targets to ensure continued progress towards EHCP goals.

The targets focus on social communication and emotional regulation as well as academic goals.

The following practices are incorporated into target setting and review:

- IEPs are shared with parents and carers three times a year and the views of parents and pupils, where appropriate, are recorded.
- Progress towards EHCP targets is tracked through the Tapestry app. We track small step targets towards the wider EHCP outcome, and record how these are achieved, through the learning activity observed.
- EHCP reviews are completed with parents and carers annually in line with local authority procedures. All reports are reviewed and any changes made accordingly. The review meeting is written up in the Annual Review Report, which details any action to take place.
- Tapestry is used to share achievements daily.
- Targets are written in a clear, concise way with a clear measure of success.
- Learning tasks are planned to match the children's targets.

Children's Personal and Social Development

Staff are able to offer individual support for personal and social development. We plan focussed activities within the day to support social development with peers.

We have the following facilities available to support children when building social/ interpersonal skills in the mainstream environment:

- Pastoral lead
- Play leaders
- School councillors
- Sports ambassadors
- Reading buddies
- School counselling

Communication Methods

Within the provision, staff adopt autism specific communication strategies, depending on the needs of the child, including:

- Picture Exchange Communication System - PECS.
- Visual cues, such as visual timetables and reward systems.
- Individual supports such as specific objects/ photographs/ drawings.
- Use of Widgit resources to scaffold and support communication and writing.
- Use of Makaton signing within the unit to encourage peer communication.
- Makaton visual resources are used for timetables, labelling and communication boards. This is also reflected throughout the mainstream school.

Speech And Language In The SRP

Many of our learners will have a communication and language need. This takes into account all aspects of communication and social functioning, not just speech and language.

Speech and language therapy is provided in the SRP through a specially trained speech therapy assistant. The work of the speech and language assistant is planned alongside the speech and language programme created by the speech and language department (SALT). Specific speech targets are included in IEPs and monitored regularly and staff follow these when planning specific learning activities. Monitoring is completed through daily observations by staff and recorded on Tapestry and IEPs.

The speech and language therapist contributes to the continued professional development of provision staff members in the following ways:

- providing advice
- modelling practice in therapy sessions.

Speech therapy interventions are flexible to meet the needs of the children and will be completed in different ways which could include:

- Organised speech therapy 1:1 sessions with our speech therapy assistant.
- Paired therapy sessions with a therapist and school staff to train and transfer skills.
- Planned activities in the daily routine.
- SALT visits.

Home Communication

Communication between home and school is crucial and we are committed to sharing children's achievements daily as well as offering a range of communication methods to ensure parents and carers are able to speak to us as needed.

The Class Dojo app is used throughout the school to share whole school activities, experiences and achievements as well as specific class information. It also includes an instant messaging service, so parents are able to contact us directly.

We also use a program called Tapestry. This records all learning achievements and these are shared with parents and carers daily. This program offers a care diary feature so we can inform you each day on details such as your child's drinks, meals and nappy changes if applicable. We feel this level of personal communication is particularly useful for children who struggle to communicate verbally and for those who are travelling by taxi, and whose parents do not have face to face daily contact at drop off/ pick-up points.

By using Local Authority Transport, many of our parents/carers will not have the typical parents' experience of talking to other parents in the playground, having informal contact with school staff, and being familiar with their child's physical learning space. The following systems have therefore been set up to facilitate close working with parents:

	Systems to facilitate working with parents
Sharing information about the child:	Use of Tapestry to share daily achievements Annual School Report Termly meetings to review IEP targets Annual EHCP reviews Informal phone calls
Giving information about school:	School newsletter School Facebook page Emails and letters home The school website
Providing opportunities to meet other parents:	Parent and child events within the SRP Annual school fairs Invitation to parent surgeries on areas of SEN need

Whole School Approaches And Inclusion

At Riverview Family of Schools we are committed to building inclusive environments, where every child can feel safe and happy and capable of success. This is reflected in our school policies and development plans.

Training and development

All school and SRP staff have a thorough training schedule. The SRP lead and Strategic SENCO will work closely to plan for autism specific training and development needs both within the unit and across the main school. All the SRP staff will also receive further in depth training relating to the specific identified needs of the pupils in the SRP. The SRP Lead Teacher is also currently undertaking the National Professional Qualification (NPQ) for SENCOs.

Advice and training for staff in the SRP is provided by:

- The SRP Lead teacher.
- SRP Strategic SENCO.
- Head of School.
- Staff appraisals and a commitment of self development.
- Referrals to external professionals such as speech and language therapists, educational psychologists, occupational therapists, CAMHS, ASET and the Behaviour Team

Information is shared regularly between staff to ensure that those teaching and supporting autistic children are fully aware of their needs, both in the SRP and in the mainstream classroom. This may be done in the following ways:

- Sharing IEPs and individual target plans.
- Sharing individual care plans and profiles.
- Weekly updates between SRP and mainstream staff.
- Meetings between the Lead Teacher and Strategic SENCO.

Children in the school take part in awareness activities to support inclusive practice. This is achieved through:

- Whole school assemblies and whole school activities.
- Class awareness through PSHE lessons.
- Peer leaders.

Behaviour Approach

Behaviour is understood from a child-centred perspective, enabling us to identify the key drivers for that behaviour to then support any difficulties which lead to that behaviour. We have a strong behaviour policy within school and a positive approach to behaviour. Within the SRP, we use a personalised reward system to recognise achievements and promote positivity. Within the main school, there are a number of methods used, including:

- class recognition boards
- weekly star of the week certificates
- proud post certificates
- Bravo Balloon rewards.

We understand that behaviour can be linked to anxiety levels and so employ strategies to try and lessen these anxieties, such as:

- visual timetables to reduce surprises
- consistent routines
- calming sensory environments
- staff support, where appropriate
- use of a sensory room
- sensory circuits built into the daily routine
- individual workspaces.

If required, Behaviour Support Plans will be developed in collaboration with parents, professionals and pupils, where possible. There is close communication between home and school and any behaviour incidents will be reported through Tapestry or by telephone. Parents will be consulted when there is a significant change to the Behaviour Support Plan. Autism specific interventions will be employed to support positive behaviours.

Staff will use a number of different approaches to promote positive behaviour. This will include:

- Knowledge and understanding of the child and their presentation of need.
- Modelling of behaviour, positive conduct and calm approach.
- Predictable and consistent routines and responses.
- Use of visual systems for communication.
- Low arousal environments.
- Daily sensory circuits.
- Proprioceptive exercise.
- De-escalation techniques.
- Developing understanding through the use of social stories.
- Development of self-management techniques.
- Use of regulation boards.
- Emotion boards and regular check-ins.

Transition Processes

Children can experience a range of transitions when they join Riverview Stepping Stones. Transitions may include:

- Moving from the current setting into the KS1 SRP.
- Moving to KS2 SRP provision.
- Moving into a secondary provision.
- Accessing mainstream lessons as part of their phased SRP package.
- Accessing mainstream placement full time.
- Transition to another specialist setting.

We aim to make these transitions as anxiety free as possible. As such, we will use a range of the following strategies:

- 'All about me' pupil profile creation.
- Parental meetings.
- Professionals meetings/ setting review meetings.
- EHCP review meetings/ with new/ current settings.
- Meetings between education staff.
- Home visits.
- Education setting visits to observe the child in the setting.
- Transition booklet for the new setting.
- Social stories.
- Transition visits with the child and their parents or carers.
- Specific programme of extended transition related to child's needs.
- Staged transition programmes, with interim support during the phased programme.

Transition to a full mainstream placement will be undertaken when:

- A student can manage good independence within the wider school, without the regular additional support/ scaffolds provided by the SRP.
- Access most of the mainstream curriculum activities with the support/ reasonable adjustments which form part of a mainstream school offer.
- Access most of the mainstream social activities with the support/ reasonable adjustments which form part of a mainstream school offer.

If a pupil cannot access the curriculum or social activities in the SRP, cannot function with good independence in the SRP, and is struggling to make any progress towards EHCP outcomes through their SRP access, a specialist school placement will need to be considered.

For transition to secondary school placements, we start the planning for this transition in year 5, and would encourage parents to attend open evenings from this point. We then follow a detailed transition programme for children in year 6. This can include:

- Meetings with the secondary school SENCO/ SEN team to share information and plan strategies to address areas of need.
- Meetings with parents.
- Meetings with outside agencies, if relevant.
- Individual transition programmes, which may include additional transition visits and tours, identification of and meeting with key adults to build relationships, and the creation of transition activities/ workbooks and visuals.

Safeguarding Information

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff make sure their approach is child-centred, meaning at all times we consider what is in the best interests of the child.

Safeguarding and Promoting the Welfare of Children means:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

We will establish a **child centred ethos** where:

- children feel safe so that they can learn and develop
- children know there are adults they can talk to if they are worried
- children are equipped with the skills needed to stay safe, providing opportunities for PSHE throughout the curriculum.

The Riverview Safeguarding Team members for the SRP are as follows:

Riverview DSL: Andy North (Deputy Head)
Katie Smith (Associate Senior Leader: Child Protection Officer)

Castledyke DDSL: Hannah Bartlett (Pastoral Officer)

Further Safeguarding information can be found in the *Riverview FOS Safeguarding and Promoting the Welfare of Children Child Protection Policy*, which is available on our website.