

January 2026

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Welcome to our first ISS Bulletin, we hope that you will find useful information and advice to support your capacity for whole school inclusion and targeted and specialist approaches in your setting.

There is always more information about our service on the Derbyshire Local Offer website.

Please let us know what you'd like to see in future newsletters and/ or join our mailing list using the link or QR code below.

[Microsoft Forms – ISS Communications](#)



Contents

- 2 Visual timetables
Reintegration planning
- 3 Forthcoming events
Immersive reader
- 4 Engagement Team – measuring impact pilot
Watch your language!
- 5 Wellbeing
Safer Internet Day
- 6 Attendance
- 7 ND Advocates
- 8 A Summary of Inclusion in Ofsted's Refreshed
Inspection Framework

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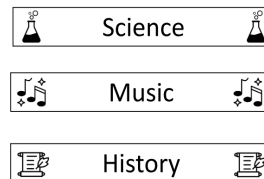


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Visual Timetables



- A visual timetable is a way of supporting a child to **predict** what will happen next. It enables a child to know the things that are happening in the day and understand where they are in the day.
- They support young people with **transitions** between one activity ending and another beginning. They can also support young people with waiting for a particular activity.
- Visual timetables can be used for whole classes, groups or individual children.
- They can be used to show a whole day or broken down into smaller timeframes such as morning or afternoon.
- The visuals used can be adapted to suit the age/ developmental of the young person.
- Visual timetables should be represented either left to right or from top to bottom.
- Think about how you can demonstrate which activity or step the young person is on. Removing the visual once the activity is completed can demonstrate where the young person is up to in their day and what remains. It should be seen as an interactive tool and is only supportive if used this way.
- Ensure the visual timetable is located where it is easily seen by the young people.
- Ensure the visual timetable is **referred** to throughout the day. Refer back to it at the start and end of each activity.



Reintegration planning

Supporting pupils who are on a **part-time timetable** to increase their time in school takes careful and considered planning. Using a reintegration plan helps parents and school staff decide on long- and short-term targets that will support engagement in school. Targets can be linked to areas such as sense of belonging and self-esteem, emotional and sensory needs, coping strategies, communication and social skills and access to learning and the curriculum. The recommended plan can be found on Derbyshire SchoolsNet: [PTTT Re-integration Plan](#)

The plan should be **co-produced** with the pupil and their family to ensure that all parties are aware of what they are trying to achieve and the way this will support student engagement and well-being.

Collecting **pupil voice** is vital to support the plan. This can involve pupil questionnaires or Secondary Students can be encouraged to RAG rate their timetable to open up a discussion around anxiety and difficulties in school. The National Development Team for Inclusion has also produced a tool called What Matters Island for discussing the things that are important to young people and can support preparation for adulthood.

[What Matters Island | NDTi](#)



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Forthcoming Events – Spring Term

ISS Webinars – *no need to book – access using the link on the Local Offer*

Progression Framework – Monday 26th January – 3.45pm

Interoception – Monday 9th February – 3.45pm

EBSA – Wednesday 25th February – 3.45pm

Supporting ND Staff – Wednesday 25th March – 3.45pm

SENDCO Network - online

Monday 19th January – 1.30pm

Wednesday 21st January – 3.30pm

SENDCO Development Days – County Hall *please see S4S for content and booking*

Tuesday 10th March

Wednesday 11th March

Thursday 12th March

SENDCO Support Programme - *please see S4S for content and booking*

Assessments – Thursday 22nd January – 3.30pm

Annual Reviews – Wednesday 28th January – 3.45pm

Preparation for Adulthood – Thursday 26th February – 3.45pm

Interventions – Cognition and Learning – Friday 27th February – 9am-4pm

Interventions – Communication and SEMH – Thursday 26th March – 9am-4pm

Attendance Network – *online*

Monday 9th February – 2-3pm or Wednesday 11th February – 3.45-4.45pm

Monday 23rd March 2-3pm or Wednesday 25th March – 3.45-4.45pm

Supporting Inclusion with Immersive Reader

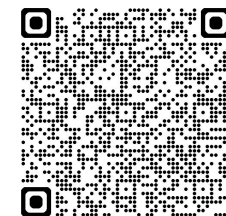
Microsoft Office Lens is a powerful, free app that transforms how students access and engage with learning materials. Designed to capture documents, whiteboards, and handwritten notes, Office Lens converts images into editable, accessible formats. One of its most inclusive features is the integration with **Immersive Reader**, a tool that supports diverse learning needs.

Immersive Reader enables text to be read aloud, broken into syllables, and displayed with adjustable fonts, colours, and spacing—ideal for learners with dyslexia, visual stress, or other literacy challenges. It also offers translation into multiple languages, helping pupils with English as an additional language to access content confidently. By turning printed resources into digital, interactive text, Office Lens removes barriers and promotes independence.

Teachers can use Office Lens to **share adapted materials** quickly, while students gain autonomy in how they engage in learning. Whether it's capturing classroom notes or converting worksheets into accessible formats, this app is a simple yet effective way to make learning more inclusive. Could you try Office Lens today and explore how technology can empower every learner?



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Engagement Team Measuring impact Pilot

The **Positive Play team** is piloting a tool adapted from the Progression Framework which will be used to help assess, guide target setting, measure impact provide evidence in their work in schools.

This small-scale pilot involves 10 schools, following feedback from SENCOs that existing tools (like Boxall Profile/ Vanderbilt scale) felt outdated and too classroom focused.

The pilot uses the AET Progression Framework as a baseline, which will provide evidence of a 'proof of concept' with plans to develop a Derbyshire-specific version in collaboration with other ISS teams which will link to the Graduated Response.

In its pilot format, the tool is a 5-minute survey that produces a clear visual, helping staff quickly identify areas of strengths and corresponding need.

Once areas of need are identified, staff can use the full framework to plan activities and evidence the impact of their work.

At present, this is being trialled for Positive Play interventions, but the vision is that other provisions may adopt their own adapted version once the pilot is complete.

Connect**Watch your language!**

“He rushes the recording of his work, and his presentation is appalling, he doesn't care how it looks on the page nor does anything to improve it. He has no pride in his learning and no resilience. He gives the impression that he is not at school to learn but mess about and play. He often just wants a sticker for his chart and has no aspiration to learn.”

Our words have impact, so we need to be careful how we use them. If we think about what the behaviour is communicating, it's easier to identify unmet needs that we can then use a solution focused approach to create plans to support:

“When given a task, he's eager to complete it. Support may be needed to develop his motor skills and emotional regulation. We need to consider if there are sensory distractions or executive functioning skills that need development. Previous experiences have knocked his confidence. He looks for fun in his tasks to motivate him throughout the day. He is eager to please and knows that when he receives a sticker for his reward chart he receives connection with, and reassurance from, an adult.”

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Wellbeing

During this spring term, there are two events offering valuable opportunities to boost wellbeing in school. The first is **National Storytelling Week** which will take place from 31st January to 8th February. Celebrating storytelling in school helps highlight the value of sharing stories, while supporting pupils' creativity and confidence, and builds a sense of connection through shared experiences.

This leads into **Children's Mental Health Week** from 9th to 15th February, with this year's theme, **"This is My Place"**, focusing on **Belonging**. It offers a meaningful way to explore how pupils can feel connected within their school community while supporting their wellbeing and sense of identity.

Looking after your own mental wellbeing can be as simple as enjoying the stories around you. Curling up somewhere warm with a good book, journalling your own special memories or reaching out to an old friend to share and laugh about your past experiences are all ways to nurture your mind and heart. Storytelling—whether reading, writing, or sharing—can help you feel connected, relaxed, and more in tune with yourself.

Safer Internet Day

Tuesday 10th February 2026 is Safer Internet Day. Please refer to the following websites to help you guide your young learners through e-safety: These links will help highlight online risks, model parental controls and settings and offer advice on monitoring and support.

Online safety (e-safety) and schools | NSPCC Learning – the NSPCC site promotes a whole-school approach and can help your school create e-safety policies and procedures.



Teaching resources - UK Safer Internet Centre – will provide you with lesson plans, guidance and resources.



Childnet — Online safety for young people - provides online advice for 4 to 18-year-olds to keep young children happy and safe online.





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Attendance

As you may be aware, ISS now has a role in supporting attendance across schools in Derbyshire. This encompasses:

- Termly attendance meetings facilitated by ISATs
- The introduction of DCC's Graduated Response to attendance including roles and responsibilities for all stakeholders
- Supporting school attendance leads through half-termly online network meetings
- Working in coproduction with other DCC services to ensure a joined-up approach to attendance.

As with safeguarding, we strongly believe that attendance should be "everybody's business" in order to enhance the wellbeing and life opportunities for children and young people. DCC's attendance strategy is currently being finalised and gives more information on our approach and the expectations of all involved.

Attendance Network Meetings

These sessions will provide a collaborative space for:

- Discussing DFE statutory attendance guidance updates
- Sharing DCC's Attendance strategy and Graduated Response
- Meeting teams in DCC who can support and advise schools on attendance
- Sharing strategies and successful interventions
- Building a supportive network of professionals working together to improve outcomes for children

Next meeting dates: **Monday 9th February 2-3pm** and **Wednesday 11th February 3.45 - 4.45pm**

Please note that you only need to attend one of these meetings as the same content is shared in both.


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ND Advocates

Since we introduced our ND Advocates (previously Autism Advocates) train-the-trainer programme in November 2023, we have trained ND Advocates in **85%** of Derbyshire schools. In turn, they have now delivered DfE certified training to over **10,000** participants in Derbyshire schools and settings from Early Years through to Post 16.

Originally, we had hoped that we'd have reached 60% of schools by this point and we hadn't dared to hope that they would've trained so many participants!

It's been a true team effort, initially across Behaviour Support and Autism Outreach teams and now through ISS and the EYSEN service, along with all of our ND Advocates in schools and teams across Education and Inclusion. **We thank everyone for their commitment to this project.**

Evaluation feedback indicates that over 95% of participants either agree or strongly agree that the training offers accessible training that provides them with understanding, confidence and strategies for the acceptance and support of Neurodiversity in schools and early years settings throughout Derbyshire. Feedback from participants says it has **helped them to understand** the approaches and support they can offer when a need is recognised, **without waiting for an assessment or diagnosis.**

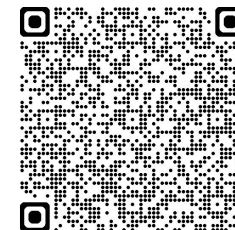
Positive impact has also been seen in the use of ND-affirming language, increased strategic focus on ND in schools and improved provision for these learners. In turn, this has led to **improved attendance, reduced exclusions and suspensions** and **improved skills for learning.**

The associated community of practice for professionals and parent carers through our **webinars** continues to be well attended with an average of 250 participants on each call - our record was 386 for the webinar entitled 'Working with parents to understand lived experiences of ND' which was co-produced with the Parent Carer Forum.

The ISS ND Champions group are now going to **refresh the offer**, in response to learning and knowledge from PINS, our Inclusion Frameworks and from our discussions with schools staff, parents and carers and children and young people.

Further updates will appear **soon** on the ND Advocates page on the Local Offer.

[Derbyshire Local Offer - ND Advocates](#)



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✓ A Summary of Inclusion in Ofsted's Refreshed Inspection Framework ✓

Inclusion is now a distinct judgment area in inspections, not just a cross-cutting theme. This is a summary of the current inspection framework related to inclusion:

Why It Matters

- **Strategic Priority:** Inclusion is central to school quality, similar to curriculum in previous frameworks.
- **Cultural Shift:** Schools must embed inclusion in leadership, pedagogy, and ethos—not limit it to SENDCo roles.

Scope

- **Standalone Area:** One of nine judgment areas, rated from *urgent improvement* to *exceptional*.
- **Embedded Across Framework:** Influences leadership, curriculum, behaviour, wellbeing, outcomes, and personal development.

Key Focus Areas

- **Early Identification:** Timely, accurate assessment of SEND, disadvantaged pupils, and their barriers to inclusion.
- **Curriculum Access:** Adapt curriculum without lowering expectations; show meaningful differentiation and accommodation to ensure equitable access to learning.

- **Support & Interventions:** Quality, tailored, and evaluated interventions; strong external partnerships.
- **Inclusive Culture:** Equality, diversity, anti-discrimination, and belonging embedded in daily practice.
- **Outcomes:** Evidence of progress for all learners; narrowing achievement gaps.

Inspection Methods

- Context analysis via IDSR.
- Case sampling of SEND/disadvantaged pupils.
- Learning walks and stakeholder views.

Grading

- **High Bar:** “Strong” or “Exceptional” requires consistent, impactful inclusion.
- **Negative Impact:** Practices like off-rolling harm grades.

Your ISAT can support you to develop capacity and knowledge in your setting.