



# Baslow St. Anne's C of E Primary School

'Life in all its fullness. *John 10:10*. Growing healthy minds and hearts together'

**Respect...Kindness... Diversity**

## Inclusion Overview 2025/2026

### Our School Inclusion Vision –

At Baslow St Anne's we celebrate diversity and aspire to nurture happy children who feel safe and valued. That all children can reach their own potential and achieve their own goals and ambitions.

### School Staff Expertise

- Experienced Headteacher is our SENDCo
- Deputy Head
- Class teacher and trainee SENDCo currently shadowing role and partway through NPQSEN qualification with previous work history in Learning disabilities
- Behaviour/Nurture Lead with expertise in trauma, nurture, positive play and first aid mental wellbeing practitioner
- EYFS lead experienced in neurodiversity and early identification and intervention
- Experienced, passionate and supportive teachers and teaching and learning assistants
- Experienced SENTAs working closely together for strong inclusion throughout the school
- Inclusion support from our specialist teacher (ISAT) - Rachel Buckley working both whole school and targeted support
- Working in partnership with Early Help offer, Speech and Language, Visual Impairment Team
- Experienced TLA in dyslexia support and intervention
- SENTA expertise in supporting families with high and complex need

I like if I see that if I look down, the teachers and my friends ask if I'm alright – they don't wait, they ask. (Pupil in Year 5)

Never ignored and communication between home and school is the very best. (Parent)

### Staff Training 2025/2026

- Our Inclusion Vision - Inset
- Positive Handling for SENTAs
- NPQSEN – trainee SENDCo
- Inclusion support training
- Provision Mapping
- ADHD, Autism, PDA, DLD awareness
- Literacy Differences
- Prem Awareness

Total Pupils	Whole school
	<b>129</b>
EHCP	4
	3.1%
SEN support	20
	15.5%
<b>Total inclusion: EHCP &amp; SEN Support</b>	<b>24</b>
	<b>18.6%</b>
Monitoring	24
	19%
<b>Total inclusion: EHCP, SEN Support &amp; Monitoring</b>	<b>48</b>
	<b>37.2%</b>

From before starting in reception, the school has been excellent in discussions about their SEN provision and I know decisions are made in the child's interest. (Parent)

Profile of Need - EHCP and SEN Support	% of 129 School total	% of 24 SEND
Communication and interaction	0.8%	4.2%
Social, Emotional and Mental Health Difficulties	2.3%	12.5%
Physical Needs	1.6%	8.3%
Autism	4.7%	25%
ADHD/ADD	0.8%	4.2%
Visual Impairment	0.8%	4.2%
Cognition and learning	7.8%	42%

She is always included in everything – in and out of school. Plus residentials (Parent)

	Attendance %	
	SEN Support	EHCP
2025/2026	94.37%	

### Key Priorities 2025/2026

- Whole staff to have confidence in supporting inclusion
- Resources to be readily available for whole staff
- Update website with a SEND webpage that is accessible
- Introduce AET progression framework for additional needs
- Consistency across classrooms with age appropriate visual timetables and sensory breaks
- Evidence-based interventions are implemented and impact is measured

	Interventions	Impact
Communication and interaction	<ul style="list-style-type: none"> <li>- EYFS staff use Makaton plus more staff across school have had training</li> <li>- Visual timetables in classrooms and personal ones for some children</li> <li>- Now and Next boards actively used</li> <li>- Social Stories</li> <li>- Targets from Speech and Language delivered by teachers, SENTAs and TLAs. E.g. barrier games, Lego therapy etc.</li> <li>- Communication boards for personal needs and safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class input helps child to feel included and encourages interaction with peers</li> <li>- Visual clues/timetables/now and next help guide communication and child's understanding. Also helps reduce anxiety</li> <li>- Social stories/situations help to guide a conversation around a particular topic. Reduces anxiety and helps understanding</li> <li>- Target interventions from SaLT are regularly delivered and this ensures the child progresses at a good pace.</li> <li>- Communication boards ensure that children with need can communicate urgent and/or personal need</li> </ul>
Social, Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> <li>- Whole school approach using Zones of Regulation</li> <li>- Some children have small group or 1:1 sessions with nurture lead</li> <li>- Sensory breaks</li> <li>- Zen Den/Kingfisher Room</li> <li>- Early Help if applicable</li> <li>- School pets</li> </ul>	<ul style="list-style-type: none"> <li>- Ensures a good understanding from all children of emotional zones to help understand their own emotional regulation. Consistent throughout school.</li> <li>- Sessions help with emotional coaching and space to talk freely about any worries</li> <li>- Sensory breaks are consistent throughout school and age appropriate. Enables all children to reset and in 1:1 sessions the bespoke sensory circuit helps reduce anxiety.</li> <li>- Spaces in school to calm have had a great impact on reducing the feeling of overload and anxiety for pupils across school.</li> </ul>

Physical and/or Sensory Needs	<ul style="list-style-type: none"> <li>- Physio targets</li> <li>- Accessible environments</li> <li>- Sensory breaks/circuits</li> <li>- Zen Den/Kingfisher Room</li> </ul>	<ul style="list-style-type: none"> <li>- Target interventions set by physios are delivered frequently and ensures positive progress for individuals</li> <li>- Sensory breaks are consistent throughout school and age appropriate. Enables all children to reset and in 1:1 sessions the bespoke sensory circuit helps reduce anxiety.</li> <li>- Spaces in school to calm have had a great impact on reducing the feeling of overload and anxiety for pupils across school.</li> </ul>
Cognition and learning	<ul style="list-style-type: none"> <li>- Small group/ 1:1 dyslexia support</li> <li>- Intervention of phonological awareness</li> <li>- Colourful Semantics</li> <li>- Shape coding</li> <li>- Action words</li> <li>- Reading comprehension scheme 'Words First'</li> <li>- Attention Autism</li> <li>- Teacher-devised intervention</li> </ul>	<ul style="list-style-type: none"> <li>- Delivered by trained and knowledgeable TLAs ensures progression and confidence increases for children with dyslexia</li> <li>- Our whole school phonics scheme has a rapid catch-up intervention for those in KS2 that need a refresher. We also use NIPA to tailor intervention if needed – this helps the child progress in the areas of need specific to them</li> <li>- Building simple sentences and understanding of writing a good sentence</li> <li>- Using actions to help recognize the written word helps some children embed that knowledge to progress with reading</li> <li>- - scheme specifically designed to teach children to read high frequency words aids their comprehension and application in other work</li> </ul>