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 November 2026

Our School Inclusion Vison –

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

Total Pupils	Whole school
	129
EHCP	6
	4.7%
SEN support	25
	19.4%
Total inclusion: EHCP & SEN Support	**31**
	24.0%
Monitoring	17
	13%
Total inclusion: EHCP, SEN Support & Monitoring	**48**
	37.2%

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)

I have always been consulted and well informed. (Parent)

School Staff Expertise

- Experienced Headteacher is our SENCo
- Deputy Head
- Class teacher and Co-SENCo currently shadowing role and recently completed NPQSEND qualification - 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) – Frances Hambleton-Briggs working both whole school and targeted support
- Currently working in partnership with Early Help offer, Speech and Language, Visual Impairment Team
- Experienced TLA in dyslexia support and intervention
- Experienced SENTA in supporting families with high and complex need

Staff Training Autumn 2026

- ISPs
- Positive Handling
- Escalation Curve
- Inclusive Mainstream Strategy (Headteacher and SENDCo)

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, SEN Support and monitoring	% of 129 School total	% of 55 SEND and monitoring
Specific Learning Difficulty	3.1%	14.5%
Autism	4.7%	12.7%
Cognition and Learning	3.1%	12.7%
Communication and Interaction	2.3%	9%
ADHD/ADD	3.1%	12.7%
Social, Emotional & Mental Health	5.4%	30.1%
Physical Impairment	0.8%	3.6%
Vision Impairment	0.8%	3.6%

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

Key Priorities 2026

- To continue supporting staff confidence in supporting inclusion using quality first teaching and use of ISPs
- Introducing an inclusive whole school reflection and restorative behaviour pathway for all pupils
- Creating Inclusion strategy
- Update website with a SEND webpage that is accessible
- Effective use of AET progression framework for additional needs
- Monitoring consistency across classrooms with age appropriate visual timetables and sensory breaks
- Monitoring effective use of evidence-based interventions are implemented and impact is measured

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	Implementation/Interventions	Impact
Communication and interaction	- EYFS staff use Makaton plus more staff across school have had training - Visual timetables in classrooms and personal ones for some children - Now and Next boards actively used - Social Stories - Targets from Speech and Language delivered by teachers, SENTAs and TLAs. E.g. barrier games, Lego therapy etc. - Communication boards for personal needs and safeguarding	- Whole class input helps child to feel included and encourages interaction with peers - Visual clues/timetables/now and next help guide communication and child's understanding. Also helps reduce anxiety - Social stories/situations help to guide a conversation around a particular topic. Reduces anxiety and helps understanding - Target interventions from SaLT are regularly delivered and this ensures the child progresses at a good pace. - Communication boards ensure that children with need can communicate urgent and/or personal need
Social, Emotional and Mental Health Difficulties	- Whole school approach using Zones of Regulation - Whole school behaviour pathway	- Ensures a good understanding from all children of emotional zones to help understand their own emotional regulation. Consistent throughout school. - Sessions help with emotional coaching and space to talk freely about any worries

	- Some children have small group or 1:1 sessions with nurture lead - Sensory breaks - Zen Den/Kingfisher Room - Early Help if applicable - School pets	- Feedback with parents – going off route and scripts to support restorative talk - 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. - Spaces in school to calm have had a great impact on reducing the feeling of overload and anxiety for pupils across school.
Physical and/or Sensory Needs	- Physio targets - Accessible environments - Sensory breaks/circuits - Zen Den/Kingfisher Room	- Target interventions set by physios are delivered frequently and ensures positive progress for individuals - 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. - Spaces in school to calm have had a great impact on reducing the feeling of overload and anxiety for pupils across school.
Cognition and learning/SPLD	- Small group/ 1:1 dyslexia support - Intervention of phonological awareness - Colourful Semantics - Shape coding - Action words - Reading comprehension scheme 'Words First' - Attention Autism - Teacher-devised intervention	- Delivered by trained and knowledgeable TLAs ensures progression and confidence increases for children with dyslexia - 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 - Building simple sentences and understanding of writing a good sentence - Using actions to help recognize the written word helps some children embed that knowledge to progress with reading - - scheme specifically designed to teach children to read high frequency words aids their comprehension and application in other work

Derbyshire Local Offer

The Derbyshire Local Offer is in place to support children and young people with special educational needs and disabilities (SEND), as well as their parents and carers.

The Local offer contains a directory of local SEND services, support groups, and activities, empowering families to make informed decisions and enhance the quality of life for children and young people with SEND in Derbyshire. It provides clear information about available services and provision, including how to apply for an assessment, early years support, education and learning, care services, preparing for adulthood, health and wellbeing, financial support and travel and transport. Please follow the link below to explore further:

DERBYSHIRE LOCAL OFFER