DERBYSHIRE INCLUSION

School Inclusion Strategy Summary

School name	Academic year	Date published	Review date	Authorised by
Baslow St Anne's C of E Primary School	2026-2027	September 2026	September 2027	Marie Clark Headteacher Craig Radford Chair of Governors



Our commitment to inclusion

At Baslow St Anne's, we celebrate diversity and aspire to nurture happy children who feel that they belong, are safe and valued. We believe that all of our children can reach their full potential and achieve their own goals and ambitions. We identify and remove any barriers to learning – whether that stems from social, emotional or mental health needs, disadvantage or Special Educational Needs and Disabilities (SEND). Inclusion for us means that the necessary strategies and support in place for some pupils, benefit everyone. We achieve this inclusion through high-quality teaching, reasonable adjustments and strong partnership with pupils, families, and professionals. We also believe that inclusion extends outside of classroom practice and enables all children to live life in all its fullness supported by our core values of kindness, diversity and respect which are embedded into every aspect of school life. Our inclusive practice is supported through our core school budget, including the notional SEN budget, and where applicable the Inclusive Mainstream Fund. Our approach is informed by the Derbyshire Inclusion Framework and our Whole School Provision Map, which helps us to identify strengths, barriers, priorities and the provision needed to support all learners. We review this regularly so that provision remains responsive to the needs of our school community.

Our Inclusion Principles

1. Belonging	2. Responsibility	3. Flexibility	4. Identification
A Safe and Respectful Culture	**Ambitious Leadership and Governance**	**Inclusive Environments** We adapt teaching,	**Evidence-Based Support**

Every pupil feels safe, valued, and included.	Inclusion is everyone's responsibility.	environment, and approach.	Needs and barriers are identified early.
5. Provision **High Quality Adaptive Teaching** Support is matched to need and reviewed.	**6. Opportunities** **Enriching Provision** All pupils can access wider school life.	**7. Championing** **Celebrating Diversity and Achievement** We celebrate diversity and achievement.	**8. Co-production** **Strong Partnerships** Children and families shape decisions.

OUR PRIORITIES AND IMPACT

Key barriers we are addressing.

Barrier 1	Barrier 2	Barrier 3
Describe the barrier, trend or theme: Cognition and learning. Specific Learning Difficulties (SPLD), processing and literacy differences make up the highest percentage of children with SEN support in school.	Describe the barrier, trend or theme: Autism (diagnosed and awaiting diagnosis) is another high percentage of our children with SEND.	Describe the barrier, trend or theme: Social, Emotional & Mental Health (SEMH). Although this is the third highest barrier of SEND in school that doesn't account for those who have SEMH and no SEND.

Our three inclusion priorities this year

Priority 1	Priority 2	Priority 3
Focus: quality first teaching and consistent use of ISPs **Barrier addressed:** Cognition and Learning/SPLD **What we will do:** Support from ISAT. Support from key role governor (professional speech & language specialist) Budget for resources (eg tech support) Pupil voice Partnership with parents Monitor impact **Activity type:** Universal / Targeted **Funding:** Core / Notional SEN / IMF **Success will look like:** Confident and empowered children and staff	**Focus:** Effective use of AET framework to inform next steps and provision **Barrier addressed:** Autism **What we will do:** Staff CPD Support from ISAT Monitor usage on assess, plan, do review cycle (APDR) **Activity type:** Universal / Targeted **Funding:** Core / Notional SEN / IMF **Success will look like:** Clear outcomes and progression Clear parent involvement and understanding	**Focus:** Introducing an inclusive whole school reflection and restorative behaviour pathway for all pupils **Barrier addressed:** SEMH **What we will do:** Staff CPD Introduce to class 1:1 pathway support **Activity type:** Universal / Targeted **Funding:** Core / Notional SEN / IMF **Success will look like:** Empowered staff and consistency across school Parental involvement and engagement in restorative talk

Achievement outcomes Increased belonging and participation (pupil voice) Inclusive environments consistent throughout school Preparing for Adulthood	Engagement across all school activities including enrichment clubs External involvement from outside agencies and extra-curricular clubs/learning	Less low-level disruption Safe and respectful culture in school

How we know we are making a difference

✓ Attendance & engagement

Evidence, data, or example:
consistent and above national average attendance
Soft start intervention enabling all children to positively attend school
All children fully participating and engaging

◆ Participation

Evidence, data, or example:
Consistent quality first teaching across classrooms
Effective intervention and adaptations to enable full participation
Pupil voice
Parent partnership
Working closely with external agencies

▲ Progress & achievement

Evidence, data, or example:
Pupil voice
Parent feedback
Summative data
Assessment for learning (AFL)

♥ Wellbeing

Evidence, data, or example:
Attendance
Pupil voice
Parent feedback
Engagement with enrichment activities
Engagement with learning
Consistent whole school use of Zones of Regulation

✦ Pupil voice

Evidence, data, or example:
Surveys (ie SEND, wellbeing, subject, general)
Assessment data

✉ Parent/carer feedback

Evidence, data, or example:
Surveys
Annual reviews
ISP meetings
Open Door
Parents' Evenings
Reading Diaries and communication books
Teacher/parent communication

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Barrier 1 – Language Barrier– Work with ISAT/SALT and continue to support with Lexia/Nessy subscription for 30 licences	**Targeted** –SALT/ISAT activities alongside Lexia moving to Nessy intervention to support in school for 30	£1000

to support and home learning intervention to support language barriers.	licenses and potentially migrating to Nessy intervention	
Barrier 2 – ASD – Sensory diet/soft starts and sensory circuits Continue to embed AET framework and work with ISAT to support school with framework	**Universal** and **targeted** – sensory diets and input supporting whole class with time for targeted support for individuals with a sensory diet/soft starts AET framework effectively deployed to inform next steps and track progress	£1995
Barrier 3 – SEMH – trauma informed/nurture/pastoral support underpinned with the teachings of Zones of Regulation and Behaviour Pathways. Full involvement of parental engagement for restorative approach and partnership	**Universal** - Zones of Regulation taught and embedded and supported across the school alongside Behaviour Pathways and restorative talk/approach with parental engagement & partnership **Targeted** - Pastoral support for vulnerable and supported with EHO where needed	£2962 – (JC costings)
		Total IMF = £5957

Working together

This strategy should be shaped by pupils, parents and carers, staff, governors, and partner agencies. Schools should use feedback, school data and review activities to shape priorities and strengthen provision.

How we have listened and responded:

- Annual SEND & Inclusion survey for parents/carers, pupils and staff (summer 2026)
- SEND key role governor meetings, learning walks and action planning
- Derbyshire ISAT support and guidance
- Pupil progress meetings with teachers and supporting data
- Headteacher/SENCo review of staff deployment and whole school provision
- School data

Review of last year's impact

From year two onwards, briefly summarise what changed as a result of last year's Inclusion Strategy, including impact on attendance, engagement, participation, wellbeing, sense of belonging and progress for pupils with additional needs and SEND.

Summary of impact:

N/A as in first year of inclusive mainstream fund
