DERBYSHIRE INCLUSION

School Inclusion Strategy Summary

School name	Academic year	Date published	Review date	Authorised by
Pilsley C of E Primary School	2026/27	November 2026	November 2027	Emma Bond



Our commitment to inclusion

At Pilsley C of E Primary School every child belongs, participates and achieves. We identify and remove barriers to learning, participation and wellbeing through high-quality teaching, reasonable adjustments and strong partnership with pupils, families and professionals. 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 help us 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 Every pupil feels safe, valued and included.	**2. Responsibility** Inclusion is everyone's responsibility.	**3. Flexibility** We adapt teaching, environment and approach.	**4. Identification** Needs and barriers are identified early.
5. Provision Support is matched to need and reviewed.	**6. Opportunities** All pupils can access wider school life.	**7. Championing** We celebrate diversity and achievement.	**8. Co-production** 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: Strengthen pupil, parent and staff voice in inclusion	Describe the barrier, trend or theme: Improve early identification and inclusive systems	Describe the barrier, trend or theme: Develop the inclusive environment and adaptive provision

Our three inclusion priorities this year

Priority 1

Focus: Co-production and Inclusion Voice
Barrier addressed: Strengthen pupil, parent and staff voice in inclusion
What we will do:
Establish a robust co-production model through annual inclusion surveys, SEND pupil voice activities, parent feedback mechanisms and inclusion-focused governor monitoring.
Activity type: Universal / Targeted
Funding: Core / Notional SEN / IMF
Success will look like:
Inclusion feedback collected and analysed annually, with actions resulting from pupil and parent views.

Priority 2

Focus: Early Identification and Graduated Response
Barrier addressed: Improve early identification and inclusive systems
What we will do:
Develop and implement a whole-school graduated response pathway and transition framework that supports earlier identification of need. Enhance the development of pupil profiles and reasonable adjustment records. Look to strengthen leadership capacity and expertise.
Activity type: Universal / Targeted
Funding: Core / Notional SEN / IMF
Success will look like:
Staff consistently follow agreed identification and transition procedures, with emerging needs identified and supported promptly.

Priority 3

Focus: Inclusive Practice and Accessibility
Barrier addressed: Develop the inclusive environment and adaptive provision
What we will do:
Review and adapt the physical, sensory and learning environment through environmental audits, assistive technology and inclusive classroom practices. Staff will receive ongoing training to strengthen adaptive teaching, inclusive classroom practice and implementation of the graduated response.
Activity type: Universal / Targeted
Funding: Core / Notional SEN / IMF
Success will look like:
Environmental audit actions completed, assistive technology embedded where appropriate, and barriers to participation reduced.

How we know we are making a difference

Attendance & engagement

Evidence, data or example:
Attendance of SEND and vulnerable pupils improves and the gap to peers narrows.
Reduction in persistent absence and improved punctuality for identified pupils.

Participation

Evidence, data or example:
Increased participation in clubs, educational visits, leadership roles and wider school events.
Fewer pupils excluded from activities due to additional needs or barriers.

Progress & achievement

Evidence, data or example:
Most pupils, including those with SEND and identified vulnerabilities, meet or exceed their personalised targets.
Assessment data shows pupils making expected or better progress compared to past progress without support.

Wellbeing

Evidence, data or example:
Reduction in behaviour incidents, suspensions and emotional-based school avoidance.
Wellbeing surveys indicate that pupils report feeling safe, included and supported in school.

Pupil voice

Evidence, data or example:
Pupil surveys and discussions show that children feel listened to and able to influence school decisions.
Examples of changes made following pupil feedback are recorded and shared.

Parent/carer feedback

Evidence, data or example:
Parent surveys indicate increasing confidence in the school's inclusive practice and support.
Positive feedback from SEND reviews, meetings and questionnaires demonstrates strengthened home-school partnerships

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:

_____

_____

_____

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:

_____

_____

Further information

- ☐ SEND Information Report
- ☐ SEND Policy
- ☐ Accessibility Plan
- ☐ Whole School Provision Map
- ☐ Inclusion Framework
- ☐ Derbyshire Local Offer

Before publishing

- ☐ Replace all bracketed text
- ☐ Add dates and authorisation
- ☐ Check photo permissions
- ☐ Publish and review annually