DERBYSHIRE INCLUSION
School Inclusion Strategy Summary

School name	Academic year or years	SENDCo or inclusion lead
Bamford Primary School	2026–2027	Kate Gemmell

Date published	Annual review date	Authorised by
November 2026	November 2027	Christina Webster (Chair of Governors) Kate Gemmell (Executive Headteacher)

Statement of intent: our commitment to inclusion

At Bamford, 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 the Inclusive Mainstream Fund where applicable. The Derbyshire Inclusion Framework and Whole School Provision Map help us identify strengths, barriers, priorities, provision and impact. We review our approach regularly so it remains responsive to our school community.

Our Inclusion Principles

The eight Derbyshire principles collectively support the DfE's seven principles of inclusion.

Belonging Every pupil feels safe, valued and included.
DfE principle: Safe culture, attendance and participation

Flexibility We adapt teaching, environment and approach.
DfE principle: Accessible inclusive environments

Support is matched to need and reviewed.
DfE principle: High-quality adaptive teaching

Championing We celebrate diversity and achievement.
DfE principle: High expectations and accessibility

Responsibility Inclusion is everyone's responsibility.
DfE principle: Leadership and governance

Identification Needs and barriers are identified early.
DfE principle: Evidence-based early intervention

Opportunities All pupils access learning and wider school life.
DfE principle: Enriching provision

Co-production Children and families shape decisions.
DfE principle: Partnerships with families and services

Key barriers to learning and participation

Summarise the most significant barriers, trends or themes identified through school data, pupil and family voice, the Inclusion Framework and Provision Map.

Ref.	Barrier, trend or theme	Evidence or source
1	On entry, our pupils arrive not ready to learn. EYFS baseline assessments indicate difficulties with listening, attention and understanding as an area of most concern.	GLD results were 71.4% (reduction on previous year of 80%)
2	End of Key Stage 2 assessments indicate that spelling is a weakness. Internal assessments demonstrate spelling difficulties persist throughout KS2 year groups.	KS2 GPaS analysis shows that spelling achievement is much lower than grammar

Our priorities, activity and intended impact

Priority 1	
	Focus: Improving attention, listening and understanding in EYFS **Barrier addressed:** 1 **Activity:** CPD for EYFS staff to ensure high-quality teaching. Purposeful interaction training for TAs along with ongoing coaching and mentoring support. **Activity type:** Universal **Lead and timescale:** EYFS lead, July 2027 **Intended outcome and success measure:** Pupils will develop their listening, understanding and attention skills to enable learning. Majority of pupils to reach GLD in this area. **Cost: 3499.20** paid for through Inclusive Mainstream Fund and Notional SEND

Priority 2	
	Focus: Developing spelling outcomes for pupils in KS2 **Barriers addressed:** 2 **Activity:** Whole class Morph Mastery Program to develop weak orthographic and morphological knowledge and weak working memory skills. **Activity type:** Universal **Lead and timescale:** SENCO/KS2 Lead, to be reviewed in July 2027 **Intended outcome and success measure:** improvement in orthographic and morphological knowledge, development of working memory by end of KS2. Success measure SPAG scores. **Cost: 3585.55** paid for through Inclusive Mainstream Fund and Notional SEND

How we will know we are making a difference

Pupil voice	Parent and carer feedback	Progress and achievement
Pupils will tell us that they enjoy their learning and feel that they achieve well	Parents will report back that they feel their child is making good progress.	Attitudes towards learning will improve

Review of the previous academic year (to be completed in July 2027)

What improved and how we know [Summarise impact on engagement, participation, attendance, belonging, attainment and wider outcomes.]	What we learned and changed [Explain what worked, what did not have the intended impact, and how this informed this year's priorities.]

Working together

How we listened **[Pupil, parent/carer, staff, governor and partner input]**	**How we responded** **[What changed because of this feedback]**

Supporting evidence and further information

Provide website link