DERBYSHIRE INCLUSION
School Inclusion Strategy Summary

School name	Academic year or years	SENDCo or inclusion lead
Grindleford Primary School	**2026-2027**	**Kate Gemmell**

Date published	Annual review date	Authorised by
1st November 2026	1st November 2027	Christina Webster (Chair of Governors) Kate Gemmell (Executive Headteacher)

Statement of intent: our commitment to inclusion

At Grindleford 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 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 link: Safe culture, attendance and participation*	**Responsibility** Inclusion is everyone's responsibility. *DfE link: Leadership and governance*
Flexibility We adapt teaching, environment and approach. *DfE link: Accessible inclusive environments*	**Identification** Needs and barriers are identified early. *DfE link: Evidence-based early intervention*
Provision Support is matched to need and reviewed. *DfE link: High-quality adaptive teaching*	**Opportunities** All pupils access learning and wider school life. *DfE link: Enriching provision*
Championing We celebrate diversity and achievement. *DfE link: High expectations and accessibility*	**Co-production** Children and families shape decisions. *DfE link: 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 67% 2025-2026 (reduction from previous year of 75%) Note small cohort data 4 Year Average 78.9% and 3 Year Average 75%
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 1/8 Pupils 12.5% did not achieve GaPS or Reading in 2026; more would have achieved greater depth if spelling outcomes higher.
3	Analysis of SEND needs for the school shows that the majority of SEND needs relate to Speech, Language and Communication (including ASD) 5/8 62.5% or Specific Learning Difficulty 1/8 12.5% – 8 pupils with SEND 22.9% of the school	Speech, Language and Communication (including ASD) 5/8 62.5% Specific Learning Difficulty 1/8 12.5% 8/35 22.9% pupils with SEND

Our priorities, activity and intended impact

Link each priority to the barrier or barriers identified on page 1. Set out the universal and targeted activity prioritised this academic year to address barriers experienced by pupils with additional needs and SEND. Record fuller detail on provision, staffing, frequency, training and review in the Whole School Provision Map.

Priority 1	**Focus:** Improving number of pupils achieving GLD by end EYFS **Barrier(s) 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:** Increased percentage of pupils achieve GLD by end of EYFS; Observation of EYFS interactions shows high quality teaching and learning is evident in all areas of learning **COST: £3499.20 (cost of release time and additional CPD time, working with mentor and ISAT)** paid for through Inclusive Mainstream Fund and Notional SEND and allocated ISAT time

Priority 2	**Focus:** Developing spelling outcomes for pupils in KS2 **Barrier(s) addressed: 2** **Activity:** Whole class Morph Mastery Program to develop weak orthographic and morphological knowledge and weak working memory skills. **Activity type**: Both Universal and Targeted **Lead and timescale:** KS2 Lead, July 2027 **Intended outcome and success measure: :** improvement in orthographic and morphological knowledge, development of working memory by end of KS2. Success measure observed in GaPS scores and in independent writing. **Cost**:£3586.55 paid for through Inclusive Mainstream Fund and Notional SEND

Priority 3	**Focus:** Securing high quality teaching in Neurodiverse Aware Classrooms **Barrier(s) addressed: 3** **Activity:** Provide CPD for staff to ensure that they are confident to identify and meet needs of our neurodiverse children, many of whom may be undiagnosed; Build confidence in setting appropriate targets and adaptations for individual needs. **Activity type:** Universal **Lead and timescale: EHT / DHT July 2026** **Intended outcome and success measure:** Increasing percentage of pupils with SEND will achieve age related expectations in all core subjects **Cost: £450 CPD time and ISAT time to support staff development; SENCO time to support staff**

How our priorities are resourced

Notional SEN budget	IMF

How we will know we are making a difference

Attendance and engagement **[Enter measure, evidence and baseline.]**	**Participation and belonging** **[Enter measure, evidence and baseline.]**	**Progress and achievement** **[Enter measure, evidence and baseline.]**
Wellbeing **[Enter measure, evidence and baseline.]**	**Pupil voice** [Enter measure, evidence and baseline.]	**Parent and carer feedback** [Enter measure, evidence and baseline.]

Review of the previous academic year (to be completed 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 links to: Derbyshire Inclusion Framework • Whole School Provision Map • SEND Information Report • SEND Policy • Accessibility Plan • School Improvement Plan • Derbyshire Local Offer.

Derbyshire position statement
This public summary, the Derbyshire Inclusion Framework and the Whole School Provision Map together form the school's Inclusion Strategy. They show how the school identifies barriers, plans universal and targeted activity, allocates resources, sets measurable outcomes and reviews impact.