DERBYSHIRE INCLUSION

Bolsover Infant and Nursery School
Inclusion Strategy Summary

School name	Academic year	Date published	Review date	Authorised by
Bolsover Infant and Nursery School	2026/27	Autumn 2026	Summer 2027	TB

Our commitment to inclusion

At Bolsover Infant and Nursery 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 **A Safe and Respectful Culture** Every pupil feels safe, valued, and included.	**2. Responsibility** **Ambitious Leadership and Governance** Inclusion is everyone's responsibility.	**3. Flexibility** **Inclusive Environments** We adapt teaching, environment, and approach.	**4. Identification** **Evidence-Based Support** 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**	**8. Co-production** **Strong Partnerships** Children and families shape decisions.

We celebrate diversity and achievement.

OUR PRIORITIES AND IMPACT

Key barriers we are addressing.

Barrier 1

Staff capacity (number of staff V's number of EHCP's), expertise and consistency of implementation

- Variability in staff knowledge and confidence, increasing complexity of pupil needs, workload pressures, and ensuring consistent delivery of high-quality practice across all classes.

Barrier 2

Quality of monitoring, evaluation and outcome alignment

- Challenges in evidencing long-term impact and independence outcomes, ensuring provision and interventions are tightly aligned to EHCP outcomes, and maintaining robust systems for tracking progress.

Barrier 3

Partnership and wider system factors

- Securing meaningful pupil and parental co-production, supporting effective transitions, and managing dependency on external agencies, resources and funding.

Our inclusion priorities this year

1. **Strengthen evidence of impact, particularly in relation to independence and long-term outcomes** • Develop a clear framework for measuring independence, engagement, communication and preparation for adulthood outcomes. • Introduce consistent progress-tracking systems that capture both quantitative and qualitative evidence. • Undertake regular reviews of SEND provision, interventions and pupil outcomes to evaluate impact. • Gather evidence from pupil voice, parent feedback and transition outcomes to demonstrate long-term effectiveness. • Use findings to inform provision planning, resource allocation and strategic decision-making.	**Activity type:** Universal / Targeted	**Funding:** Core	**Success will look like:** • Robust evidence demonstrates positive pupil outcomes beyond academic attainment, including increased independence and self-advocacy. • Progress towards EHCP and SEND support outcomes is clearly measurable and regularly reviewed. • Staff can confidently articulate the impact of provision and interventions using a range of evidence sources. • Pupil and parent feedback evidences increased confidence, independence and readiness for future stages of education and life. • Leaders can demonstrate the effectiveness of SEND provision and its contribution to long-term outcomes for pupils.
2. **Ensure consistently high-quality implementation across all classes, including for pupils with EHCPs (Year 3 of a 3 year plan)** • Complete the final year of the Inclusive Practice Strategy, ensuring agreed approaches are embedded consistently across all classes.	**Activity type:** Targeted	**Funding:** Core	**Success will look like:** • High-quality inclusive practice is consistently evident across all classrooms. • Pupils with EHCPs access appropriately adapted learning and make progress towards their outcomes. • Monitoring demonstrates strong and consistent implementation of agreed inclusive practices.

• Provide ongoing coaching, CPD, monitoring and support to strengthen adaptive teaching and provision for pupils with SEND and EHCPs. • Use learning walks, provision reviews and pupil progress meetings to quality assure implementation and identify next steps.			• Staff demonstrate increased confidence and competence in meeting a range of SEND needs.
3. Further embed alignment between provision, interventions and EHCP outcomes • Review and refine provision mapping to ensure all support and interventions are clearly linked to identified needs and EHCP outcomes. • Strengthen outcome-focused planning through regular collaboration between teachers, support staff, families and external professionals. • Monitor and evaluate the impact of interventions through termly reviews, adapting provision where required. • Ensure EHCP outcomes are reflected in classroom practice, targeted support and pupil progress discussions.	**Activity type:** Targeted	**Funding:** Core	**Success will look like:** • Provision, interventions and classroom strategies are clearly aligned to EHCP outcomes and identified pupil needs. • Staff can confidently explain how support and interventions contribute to specific outcomes. • Regular reviews demonstrate measurable progress towards EHCP outcomes. • Pupils receive coherent, joined-up support across all aspects of their provision, resulting in improved outcomes and increased independence.

4.Develop pupil voice and parental co-production to inform provision and strategic development • Create regular opportunities for pupils to share their views about their learning, support and school experience using appropriate communication approaches. • Strengthen parental engagement through termly feedback opportunities, SEND forums, surveys and review meetings. • Embed co-production within EHCP reviews, SEND support plans and wider strategic SEND developments. • Use pupil and parent feedback to inform provision, school improvement priorities and decision-making.	**Activity type:** Universal	**Funding:** Core	**Success will look like:** • Pupil views are routinely captured and used to shape individual provision and wider SEND development. • Parents report that they feel listened to, informed and involved in decisions about their child's education. • Increased participation of pupils and families in reviews, consultations and SEND-related events. • Evidence of pupil and parent feedback influencing provision, policy and strategic planning. • Positive stakeholder feedback demonstrates strong relationships and an effective culture of co-production.
5.Strengthen preparation for next stages, including independence and readiness for transition • Embed the development of independence, self-help, communication and self-advocacy skills within everyday provision and targeted interventions. • Implement a structured approach to transition planning, with enhanced support for pupils with SEND and EHCPs at key transition points.	**Activity type:** Universal	**Funding:** Core	**Success will look like:** • Pupils demonstrate increased independence, confidence and self-advocacy skills. • Transition plans are in place and effectively implemented for pupils requiring additional support. • Pupils and families report feeling well prepared for transition to their next stage of education. • Receiving settings are well informed and able to meet pupils' needs from the outset. • Monitoring and stakeholder feedback indicate successful transitions and positive longer-term outcomes for pupils with SEND.

• Strengthen partnerships with families, receiving settings and external professionals to ensure smooth and successful transitions. • Increase opportunities for pupils to develop resilience, confidence and readiness for their next stage of education.			
6.Continue to build staff expertise and capacity to meet increasingly complex needs • Deliver a planned programme of SEND professional development focused on the needs of the current cohort and emerging areas of need. • Provide coaching, mentoring and opportunities for staff to share effective practice across the school. • Strengthen expertise in adaptive teaching, communication, sensory needs, emotional regulation and the implementation of EHCP outcomes. • Build leadership capacity within the inclusion team to ensure sustainable support, monitoring and development of practice.	**Activity type:** Targeted	**Funding**: Core	**Success will look like:** • Staff demonstrate increased knowledge, confidence and competence in meeting a wide range of SEND needs. • High-quality inclusive practice is consistently evident across the school. • Staff training translates into improved classroom provision and pupil outcomes. • The school has increased capacity to meet complex needs through internal expertise and effective deployment of staff. • Monitoring, evaluation and stakeholder feedback demonstrate a positive impact on provision and outcomes for pupils with SEND.

How we know we are making a difference

✓ Attendance & engagement

- Improved attendance rates for pupils with SEND, including those with EHCPs.
- Reduced incidents of disengagement, emotionally based school avoidance or persistent absence.
- Learning walks and observations show pupils actively participating in lessons and interventions.

◆ Participation

- Increased participation in classroom learning, enrichment activities, educational visits and wider school life.
- Pupils with SEND are represented in leadership roles, clubs and extracurricular opportunities.
- Monitoring demonstrates equitable access to the curriculum and school experiences.

▲ Progress & achievement

- Pupils make expected or better progress towards SEND support plan and EHCP outcomes.
- Assessment data, provision reviews and intervention evaluations demonstrate positive impact.
- Increased levels of independence, communication, self-regulation and readiness for next stages.

♥ Wellbeing

- Pupil wellbeing surveys, pastoral records and review meetings indicate positive wellbeing outcomes.
- Reduction in behaviour incidents, dysregulation and support required during the school day.
- Pupils demonstrate increased confidence, resilience and sense of belonging.

✦ Pupil voice

- Pupil views are captured regularly and inform support plans, reviews and strategic developments.
- Pupils report feeling listened to and being actively involved in decisions about their learning and support.
- Evidence from annual reviews and pupil consultations shows increased self-advocacy.

✉ Parent/carer feedback

- Parent surveys and feedback indicate high levels of confidence in the school's SEND provision.
- Families report feeling informed, included and involved in decision-making.
- Positive feedback during annual reviews and SEND forums demonstrates effective co-production and partnership working.

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