

Tibshelf Federation

Schools Inclusion Strategy Summary



School name

Tibshelf Infant and Nursery and
Town End Junior

Academic year

2026 -2027

Publish date:

Sept
2026

Review date

September
2027

Authorised by

Governing Body

Inclusion is...



Our commitment to inclusion

At Tibshelf Schools Federation, 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 - Evidenced 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

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 Increasing number of children coming into school with wide-ranging additional needs	Barrier 2 Physical and sensory challenges of the school	Barrier 3 Resource and Funding Constraints
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Our three inclusion priorities this year

Priority 1 Focus: Embed highly inclusive classrooms and environments Barrier addressed: 1, 2 What we will do: -Flexible Seating: providing wobble stools/cushions, floor cushions, or quiet corners for children who need sensory breaks or movement to concentrate. (Universal Core I = £200 J = £200) -Visual Timelines: Using picture schedules on the board so children and English language learners know exactly what to expect next, reducing anxiety. (Universal Core I = £200, J = £250) -Calm-Down Kits: Offering a dedicated space with sensory items (like stress balls or noise-cancelling headphones) to help children manage emotions independently (Universal Core I= £120 J = £200) -Improving classrooms, corridors to meet a range of sensory needs, such as improving acoustics, lighting, temperature and removing visual clutter and distractions (Universal IMF I = £3000 J= £4500) -Enhanced onboarding for new pupils and transitions into year groups, with phased transitions for those who need them	Priority 2 Focus: For our pupils whose needs cannot be met through the universal offer alone, there is targeted and specialist support provided to enable them to achieve and thrive Barrier addressed: 1,2,3 What we will do: -Inclusion bases (Targeted Notional I = £2000 J = £3000) -Personalised learning spaces (targeted Notional I=£4000, J=£5000) -CPD for leaders and teachers to support the deployment of effective, early targeted smaller-group interventions for pupils who need it most (Targeted, IMF I = £1500, J=£2000) -Staff time to consult with external agencies to support the implementation of targeted strategies (Targeted IMF I= £300 J= £300) -Evaluation and data collection on the impact of targeted interventions - Deliver extra-curricular activities to engage pupils and increase participation in school-life (Universal, IMF I= £2300 J= £500) Activity type: Universal / Targeted Funding: Notional SEN / IMF Success will look like: Good attendance at school, less incidents of dysregulation, progress	Priority 3 Focus: Leaders and governors put inclusion at the heart of schools' planning and policies, embracing high expectations for the outcomes of all children, particularly those with SEND Barrier addressed: 1,2,3 What we will do: -Ensure the accessibility plan, capital expenditure, and digital equity strategies are robust -Strengthen systems for data collection and analysis to better understand the needs of pupils across their school (Universal Core I=£750, J=£750) - Participate in professional networks with other education providers to share resources, address professional development needs and access relevant specialist expertise (Targeted notional I= £6000, J=£3500) - Fund staffing, equipment, online software or other accommodations that address practical barriers to participation (Targeted, core and Notional I= £92,000 J – £119,500)
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-Deliver activities and wider opportunities for pupils to build life skills and independence (Universal IMF I=£1000 J= £200) -The EEF Guide to Inclusive Classrooms is used to further support classroom practice: https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching Activity type: Universal Funding: Core and IMF (see above for breakdown) Success will look like: Increased amount of children accessing learning within a classroom, progress from starting points will be evident through data/pupil progress meetings	from starting points, positive feedback from stakeholders	Activity type: Universal / Targeted Funding: Core / Notional SEN / IMF Success will look like: School will have strengthened community links and expertise to support expenditure,
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How we know we are making a difference

 Attendance & engagement Attendance data of all groups will be in line or better than local and national. Learning walks and observations demonstrate good learning behaviours.	 Participation Data demonstrates that all groups of children participate in clubs and wider enrichment opportunities. All children, including those with severe complex needs, access the same opportunities as all pupils.	 Progress & achievement There is robust monitoring for all children from their starting points using formative assessment tools.
 Wellbeing Through well-being data, SEMH trends, and stakeholder survey results. Children with EBSA will have improved attendance data and children are seen to use regulation strategies.	 Pupil voice All groups of children, including SEND, most vulnerable and PP will form part of each termly monitoring.	 Parent/carer feedback Feedback from parents will be positive. They will feel confident to work alongside school and raise concerns. Attendance at parent forums/coffee meetings will be high.

Working together

This strategy is shaped by pupils, parents and carers, staff, governors and partner agencies. We have used feedback, school data and reviewed activities to shape priorities and strengthen provision.

How we have listened and responded:

- Parents meetings
- Worked with parents around mixed classes
- Extra transition visits
- Met with portage workers, ISAS, external agencies and adapted provision

Further information

- SEND Information Report
 - SEND Policy
 - Accessibility Plan
 - Whole School Provision Map
 - Inclusion Framework
- Infants: IMF £8300 - Notional SEN £104,600
Juniors: IMF £10,500 - Notional SEND £131,049