

## Inclusion Newsletter: Autumn Term 2025

### 2024-25 Academic Outcomes

#### **Year 6**

In the Primary phase, we were very encouraged by the results our Y6 Inclusion-based students (PP, SEND, EAL, LAC) achieved. Results gaps between PP and non-PP, and SEND and non-SEND reduced this year, which was fantastic to see.

KS2 outcomes were supported by the inclusion of a wide range of inclusive strategies ensuring all learners could access the curriculum and achieve success. Interventions such as pre-teaching of vocabulary, small-group targeted work, and the use of scaffolds, including printed slides, laptops for extended writing, and timely adult prompts were implemented consistently across the year. These strategies not only supported students with SEND and disadvantaged (PP) students academically, but also developed independence, confidence and allowed learners to engage more fully in whole class teaching.

The consistent use of nurture sessions, comprehension groups, and arithmetic interventions provided opportunities for reinforcement, challenge, and personalised support. Collectively, these approaches created a classroom environment in which barriers to learning were reduced, enabling a wide range of pupils to thrive.

#### **Year 11**

In the Secondary phase, our Inclusion-based students (SEND, PP, EAL, LAC, HPA) also performed well.

This year's SEND cohort performed well when compared to previous academic years, maintaining the significant attainment jump that took place with the Y11 cohort from last academic year.

This continues when looking at our Pupil Premium cohort, with an increase in average attainment score for this group from those students attending Gildredge House since the beginning of Key Stage 4.

Our EAL scores remained positive, with this group of students outperforming their non-EAL peers.

Finally, our High Prior Attaining students (achieved significantly above average in SATs) performed exceptionally well, with average attainment scores increasing significantly.

We are determined to build on the great work being done across both phases, so gaps continue to reduce and these students are afforded the same choice and opportunities as everyone else in the school.

### Staff Training

#### **Unconscious Bias**

We were delighted to welcome John Lynch and Beth Thomas-Hancock in from the Rise Training Group, to deliver Unconscious Bias training to all staff.

The first part of the training explored unconscious biases around race and ethnicity in today's society and how these unconscious biases play out and the impacts for children, young people and adults? We heard a first-hand account of how unconscious biases and microaggressions negatively affect people and institutions.



The second part of the training looked at how unconscious bias occurs, providing examples of the impact of unconscious biases according to gender and ethnicity, looking at how the occurrence of unconscious bias can be lessened.

Finally, there was a focus on conscious inclusion and how this practice can be incorporated within our roles as members of staff in school.

The session was extremely impactful, and we thank John and Beth for giving up their time to deliver this work.

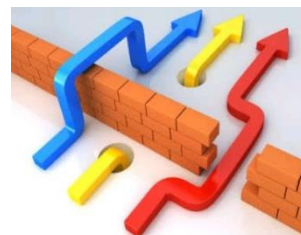
### **Teaching and Learning CPD**

Autumn marked the first sessions to equip our staff with the tools and information they need to ensure that the needs of all students are being met in the classroom. What is good in the classroom for our students with learning difficulties is good for ALL students.

Ensuring our universal offer is strong and that we know the barriers to learning of all of our students was a key message.

Staff were provided with evidence-based research, and concepts from the previous academic year were reinforced, to ensure a consistent approach across the school in terms of the quality of education every student receives.

Moving forward, staff will be supported with identifying barriers to learning that students may be presenting and strategies that can be used to support them to persevere and overcome these to thrive in the classroom.



### **Summer Camp**

#### **Teamwork, foundations, friendships and a warm welcome**

This year's Gildredge House Summer Camp was a fantastic opportunity for pupils to enjoy their first taste of secondary school life.

Over 100 students were warmly welcomed into the school, where they took part in a range of engaging team building and transition activities. The programme helped them to get to know the school environment, meet their new peers and build positive relationships with staff.

It was a great success and provided an excellent foundation as students prepare for the exciting journey ahead.



### **Transition back to school**

#### **EYFS**

For our EYFS students starting their education journey with us in September, information is gathered by the EYFS team through visits to each student's nursery setting to speak to both children and key workers, health visitors, social care and parents/carers before entry. Individual transition plans, where needed, are then created. The children were also sent home a 'Welcome to Reception' letter with pictures of the key staff they will be in contact with, as well as story videos read by all the EYFS team through summer. This is so children can become familiar with the team before starting in September.

To support a collaborative approach to support for our students new to school, we held a welcome to reception meeting, teddy bears picnic, stay-and-play sessions and allowed key students to visit us multiple times with a familiar adult. These were extremely successful and allowed us to share clear information about routines, expectations, and support available, as well as being able to listen to parents' concerns and use their knowledge of the child to shape our provision.

Once they started with us in the Autumn term, the EYFS team provided targeted emotional and wellbeing support interventions. Use of visual timetables, emotion cards, social stories, and calm spaces. In the classroom, reasonable adjustments for certain SEND students were made (environment, routines, communication), such as tailored strategies, visual cues, Makaton/visual supports which was supported by the SEND team.

## Primary

For those that struggle with returning to school from the summer holidays, we ran transition sessions on the day before they started, which was managed by class teachers at various time slots on the day.

Students were able to come in (with parents) and see their new classroom and meet their new staff. All students also received a transition booklet in the holidays with photos of any changes, and a reminder of the elements which stayed the same for them.

Specific students were also sent a 'keeping you in mind' postcard, written by their new class teacher, which arrived in the middle of the summer holidays.

Transition conversations, specifically focused on SEND children, were scheduled as part of the CPD programme for teachers in Term 6, before the move up day.

## Secondary

In the Secondary phase, our SEND students we invited to a transition afternoon, to help them acclimatise to the Gildredge House environment and set the tone for SEND at Gildredge House. We buddied each SEND student up with a peer mentor and each student received a transition bag, which is always a winner!



For those returning from the summer holidays, the Secondary SEND team also arranged for those that find this difficult to come in on INSET day, complete a walk of the school and go through their timetables and any areas they were unsure about. This worked extremely well in lowering student anxiety towards returning and supported a smooth transition into the new academic year.

## Forest School Expansion

With the success of the Forest School programme last year, we have decided to expand the programme so that all students will experience Forest School in Primary, and more in Years 7 and 8. Below is a write up from Kathleen Bailey, our Forest School Coordinator.

The term started with some rainy sessions. The students were not deterred, with one student sharing: *"I learnt that when you put a den up you have to take notice of which direction the rain is coming from."* The following week in the rain again he added that when making a



den it is better to put the roof up before the floor if you want it to be dry. Another student shared: *“I love the crackle of the rain on leaves... I learnt that you can do anything in the rain!”*

Fire lighting proved popular over the course of the term, adding the possibility to split small pieces of kindling from a larger piece using a knife and mallet enabled the students to build “baby fires”. They were then able to experience the difficulty of keeping a fire going once lit and how ensuring space for oxygen to flow is key to achieving fire.

The environment of Forest School kindled wonderment among our students. Over the course of the term, they expressed fascination over the size of leaves and the skeleton of leaves. Finding insects and other bugs always draws a crowd, with students gathering and philosophising with the leaders over the roles animals and plants play in nature and how humans are also part of nature.

Cooking is a key feature of Forest School. Students enjoy the cooking process and food always gets a big thumbs up. Some of the year 7 students were disappointed that they were missing ‘Food Tech’. Where we could, we cooked the ‘food tech’ recipe, one of these was cheese and onion pasties. A year 7 student who was missing food tech made herself a giant pasty with all the leftovers. We also try to respond to students’ ideas and requests. This terms recipes included cheesy mash, Christmas mash, doughnuts, sausage rolls/hot dogs, tomato pasta, macaroni cheese, popcorn, lemon and sugar pancakes, and smores and hot chocolate to celebrate the last Forest School session at the end of term.

Finally, tool skills are a key feature of Forest School. They are introduced over the course of the first few sessions, so the students have time to master each one. We have strict guidelines on how each tool is used and the students only use them in the fire-circle. We have a second circle that has become the hammering zone, where students sculpt rocks (chalk), mine for gold nuggets and make paint using terracotta bricks, chalk, charcoal, clay, and leaves. Students use knives to make assorted weaponry but also at times to whittle sticks as arms and legs for puppets, snowmen, reindeer and other artefacts. They use palm drills for the same purpose and particularly to make holes in wooden discs to make necklaces. One year 8 student, sharing what he had learnt from Forest School, said *“I learnt to do this”* whilst holding up a Christmas wreath. He then added *“and I learnt that it seems like there is nothing here, but the Forest has so many things that you can make things with”*.



### PP KS4 Student Progress Mentor

This term saw the introduction of a new role with Mr Temple being appointed KS4 Pupil Premium Progress Mentor. In this role, Mr Temple has been responsible for supporting the progress and engagement of Pupil Premium students across Key Stage 4. Key aspects of the role include:

- **Coordinating the Tutor Time Intervention Programme** for English, Maths, and Science, ensuring targeted support for students in core subjects.
- **Weekly mentoring sessions** with selected Year 10 and Year 11 Pupil Premium students to monitor academic progress, set goals, and provide pastoral support.
- **Daily check-ins** with key students to maintain engagement, address barriers to learning, and promote positive behaviours.



- **Supporting teaching staff** by identifying individual barriers to learning and advising on effective interventions and strategies to improve outcomes for targeted students.
- Providing these students with the **revision resources and equipment** they need
- Providing students that have come to school having not eaten with **breakfast**

### Literacy Intervention Specialist

In the Autumn term literacy intervention groups have focused on reading fluently and with expression, to help our understanding of what we have read. We have talked a lot about the importance of reading at home to practice these skills. We have also talked about how to choose a suitable book and where we can borrow books from. Some students are now finding the confidence to read aloud in class, which is fantastic!



Students have had more support in class which has really given them confidence to get their ideas down in their books.

Year 9 have worked exceptionally hard on their poetry, in particular Havisham and Medusa by Carol Ann Duffy. They have been practising the skills needed to analyse poetry for their GCSE English Literature exam. There was some great work produced in their last assessment.

In the Spring term, we will continue with reading but will also look to develop our students writing capabilities. Year 11 will be looking at the creative and non-fiction writing they need to complete in their GCSE Language exam. Year 5 and 6 will be practising editing their work effectively and Years 7 - 9 will be looking at writing for purpose and improving their sentence structure.

It has been fantastic to see students working so hard on their literacy skills, knowing that it will help them to show their best work in all lessons.

### SEND Interventions

#### **Primary**

We are continuing to provide a range of targeted SEND interventions to meet individual needs. These include academic support in reading and writing through Lexia and BRP, adapted phonics interventions for KS2 pupils, and pre-teach vocabulary groups for Year 5 and 6 in foundation subjects. Sensory Circuits remains a huge success—thank you to Claire Groves and Marinella Cheska for leading these sessions. Additionally, Claire is running ELSA sessions and small Restore nurture groups to support emotional wellbeing.



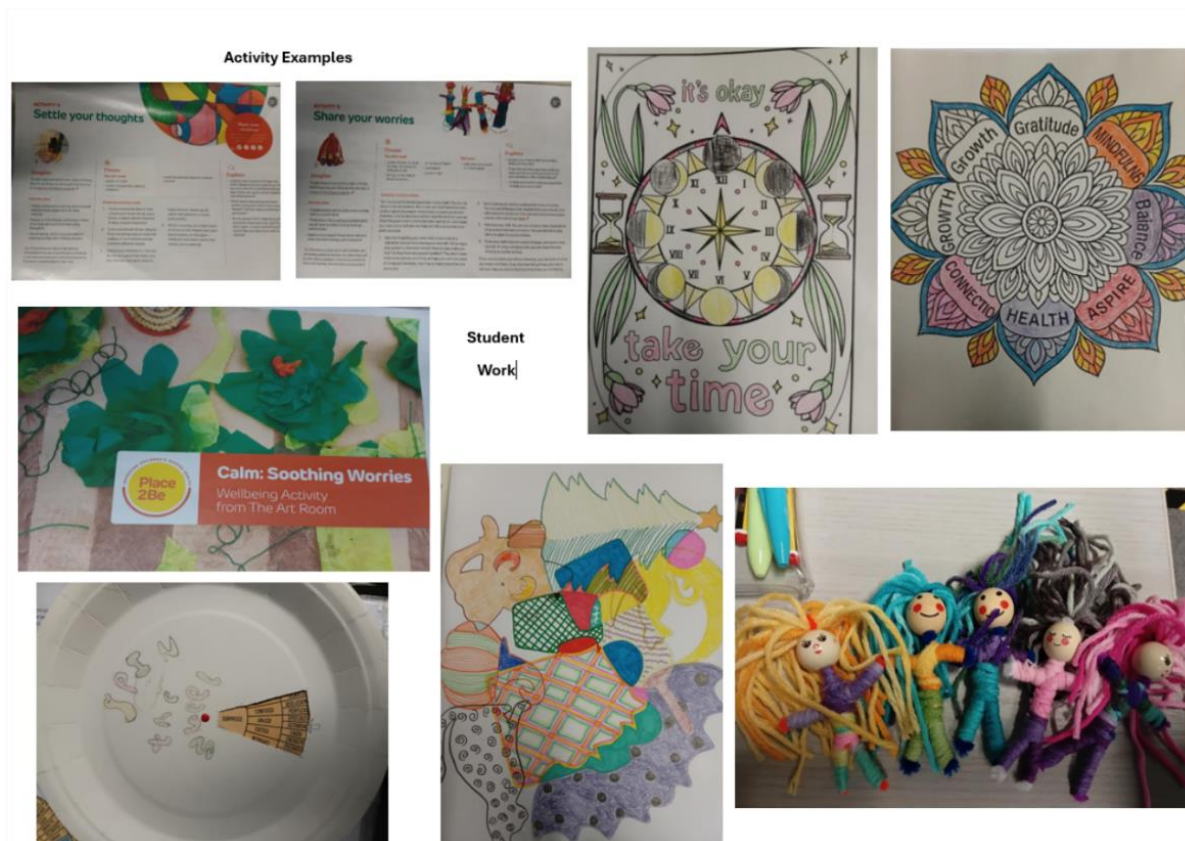
#### **Secondary**

In the Secondary phase, students have been involved in a variety of tutor time interventions.

There has been student mentoring, reading fluency to comprehension, numeracy and creative wellbeing (images below). Some students have been involved in more intensive literacy and language-based

interventions with Mrs Allen (Oasis Coordinator), who is extremely proud of the work students have produced within the intervention and the subsequent improvement in work seen in the classroom.

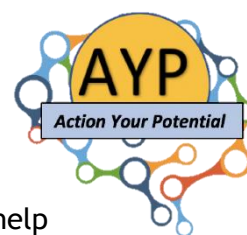
All interventions are targeted, time-bound and place emphasis on students being able to apply the skills they have learnt independently to thrive in school.



## Action Your Potential

### Building Future You: 6 months Intensive Neuroscience-Informed Coaching from Action Your Potential

We were excited to be invited in by Gildredge House, to share a powerful opportunity for young people to grow, thrive, and step confidently into their potential. In December, two Action Your Potential coaches started supporting Y11 and Y10 students to develop powerful habits. At its heart, this programme is designed to help young people understand themselves deeply, change habits that are holding them back, and develop the skills and confidence they need to flourish.



### Neuroscience-Informed Coaching

Our approach is grounded in modern neuroscience – meaning we work with how young minds *actually function*, not just what looks good on paper. By helping students understand the brain science behind behaviour, motivation, stress, and learning, we give them real insight into how they think, feel, and act. This insight becomes a foundation for lasting change.

### Meaningful Goals and Lasting Change

Rather than generic goals, each student co-creates mid-goals and near-goals with their coach. These personalised targets make progress visible and manageable, building self-efficacy and self-confidence step by step.

Along the way, students learn how to:

- Change habits that aren't serving them
- Set powerful, sustainable goals
- Build a healthy relationship with challenge and growth

This is not about quick fixes — it's about deep transformation.

### **Support That Extends Beyond the Session**

We believe great coaching doesn't happen in isolation. After every session, a read-out is shared with linked professionals (with consent), such as teachers or wellbeing staff. This means everyone supporting your child stays aligned and equipped to reinforce progress.

### **Experienced Coaches You Can Trust**

Our coaches aren't just trained — they are highly experienced in working with young people in complex and demanding contexts. They blend scientific insight with empathy, care, and practical skill to meet each young person where they are and guide them forward with clarity and confidence.

Every young person carries potential — but potential doesn't automatically turn into achievement. It needs insight, structure, support, and the right tools. This 6-month programme gives young people exactly that: a journey of understanding, skill-building, and empowered action.

If you've ever wished for a structured way to help your young person grow their confidence, change habits, and navigate life's challenges with resilience — this coaching pathway is designed for that.

*Written by the AYP Coaching Team, working with the excellent team at Gildredge House School*

### **TASS Mentoring**

This term we utilised the Team Around the School and Setting (TASS) service, to provide one-to-one mentoring sessions with a selected group of students to support them with their emotional regulation and focus in lessons.



The aims of the sessions are to support students to make the appropriate choices more consistently in lessons, increase their self-regulation capabilities and get into positive habits in the classroom conducive to learning and achievement.

This work will continue in the Spring term.

### **SEND Parent Partnerships**

#### **Primary**

Thank you to everyone who joined our recent Parent Coffee Morning. It was a great opportunity to introduce our new Assistant Head Primary SENCo and Pastoral; Sam Loughman and share an informative

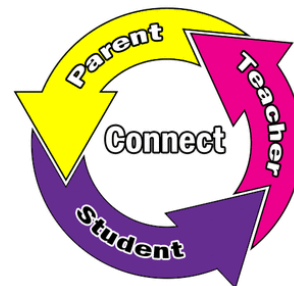
presentation on Student Support Profiles—explaining why we use them, how they are developed, and their role in supporting our learners. Parents also enjoyed a relaxed Q&A and chat session.

## Secondary

In the Secondary phase, parents/carers of our SEND students were able to book some time with the Mrs O'Driscoll to collaboratively review their child's Student Support Profile and provide any updates that would help us to support the student better both in and out of the classroom.

Take up for this was great, with Mrs O'Driscoll arranging further appointments outside of the designated slots due to high demand.

Thank you to all those parents/carers that engaged with this, we really appreciate your time.



## English as an Additional Language (EAL) Support

### Finding Voices, Building Belonging, Celebrating Culture

At Gildredge House School, our English as an Additional Language (EAL) specialist teacher and the Bilingual Support Officers have been busy supporting, celebrating and strengthening the journeys of both our primary and secondary multilingual children.

We held a Coffee Morning for parents/carers of our multilingual students from EYFS to Year 3, to provide them with information and an opportunity to build a network of support early on in their child's educational journey. The event was really productive and is something we want to build on moving forward.



From Reception to Year 11, they have been helping to welcome, reassure and settle children into primary and secondary school life. We've had the pleasure of meeting some wonderfully passionate, proud and proactive parents through our Parent Link meetings. These conversations matter. They help us respond thoughtfully and work together to ensure every child feels understood and supported.

Behind the scenes, the team works closely with teachers and senior leaders, offering practical advice, inclusive strategies and thoughtful guidance to make learning accessible for all. Inclusion and belonging for all our children are top of our agenda.

Support comes in many shapes and sizes:

- **One-to-one lessons** with some children have helped them to build confidence, knowledge and courage
- **Small group work** with primary and secondary children has focused on speaking skills, curriculum support and friendship building
- **In-class support** has helped children to understand lessons and find the confidence to speak up

Add to that, secondary children are invited to a **weekly lunchtime club**, where language and friendships grow.

We're also excited to be working on a new EAL handbook, alongside our newly appointed Multilingual Champion - a brilliant Year 11 EAL student. This is a powerful opportunity for our bilingual and multilingual learners to share their experiences, showcase their strengths and raise their voices.

*Linda Deon (EALS Specialist Practitioner)*

### **Year 11 Mock Exams**

A huge thank you must go to Mrs Greene (Exams Officer) and Mrs O'Driscoll (Secondary SENDCo) for their work in ensuring our students in Year 11 received the exam access arrangements that they were entitled to during their mock exams.

This is a mammoth job, but one that is vitally important in ensuring our students are equipped with the environment they need to access the highest grades they possibly can in every exam they sit.

### **Inclusion in Careers**

#### **Year 10 and Year 11 Careers Fair**

Recently Gildredge House hosted its annual careers fair. Exhibitors came from all over East Sussex to meet our students and offered quieter sessions for our SEND and inclusion-based students where they could meet with them one to one. Students appreciated the opportunity to take their time to ask their questions within a quieter space, with bespoke support.



#### **Post-16 Applications**

Our Year 11 students have been applying for post-16 courses, and the careers department and all colleagues have been working one to one with SEND and inclusion-based students to complete them. We are looking forward to continuing supporting these students with their transition to their post-16 colleges and we look forward to receiving their exciting course placement offers.

#### **Steps To Success**

At the start of the term, we welcomed Lilly Knight from the Youth Employability Service who continued her work with the pilot 'Steps to Success' programme. We have seen some exceptional progress with our inclusion-based students so far, and we are looking forward to the end of the academic year after students have received their post-16 offers to reporting on this group's successes.

#### **Year 11 post-16 visits from colleges and sixth forms**

Over recent months our Year 11 students have been meeting colleges and sixth forms from in and around Sussex. This year, Plumpton College visited us for a dedicated careers assembly and special mention must be made to the attention they gave our SEND students. Their assembly was inclusive and focussed on the support they offer SEND students. This assembly has highlighted the numerous course and career opportunities for students with SEND and has given these students the confidence to ask important questions about the support and courses on offer from all colleges.

#### **Preparing for Work Experience 2026**

Year 10 students started the term learning how to prepare for work experience. There is an expectation that all our Year 10 students go out to experience the world of work for a week in March and this includes SEND and inclusion-based students. Following the deadline, the careers department have been working with these students to match them to an appropriate employer who can support their needs so

that their work experience is meaningful. Thank you to the East Sussex Careers Hub as well as members of the Gildredge House Careers partnership for their support.

### **I-Can Careers Fair**

In November our Year 10 and Year 11 inclusion-based and SEND students attended the I-Can Careers Fair. This careers fair gave these students the opportunity to meet with employers, colleges and exhibitors in a separate careers fair. Students received one-to-one support and met with 'Dabbble' a 'Brave Beyond Boundaries' organisation who support SEND students to gain work taster opportunities. Dabbble raises aspiration and forges collaborative partnerships with young creators with SEND as role models to young people aged 16-25. If your child has SEND and you would like more information on Dabbble, scan the QR code and get involved.



A big thank you must go to Mrs Bray, who has built and maintained an extremely impressive careers support offer, not only for our students under inclusion, but for each and every student in the school.

### **Black History Month**

Building on the amazing assembly delivered last year on Black History, a new selection of students requested to deliver the Black History Month assemblies to all Secondary students this term.

The theme was celebrating achievements, strength and legacy, with students sharing quotes and reading poems from influential black people and explaining the reasons behind their choice of quote or poem.

The closing message of the assembly was around black history, being full of strength, creativity, achievement, innovation and that black history is not just about resilience and overcoming adversity – it is a history to be celebrated.



Below is a poem written by Audrey Ogugua (Y10), that she shared with each year group in the assemblies:

*They say my dreams are much to hide,  
Too loud, too bright, too full of pride,  
But I am roots and rising sun,  
A story deep, a race not run,  
I hold my dreams close, strong and tight,  
They guide me through the darkest night,  
A black girl bold, I know my name,  
I rise from love, from strength from flame,  
So, when the world says let them go,  
I think of those who made hope grow,  
Like Langston said- I won't forget,  
My dreams aren't done, not yet... not yet.*



In addition to the assemblies, a group of our Year 9 students created a piece of artwork dedicated to Black History and influential people that have contributed to society. The piece is fantastic and is currently taking pride of place on the wall in Mrs Jenkins office.

## Anti Bullying Week

The Autumn Term also saw anti-bullying week, with this year's theme being "Power for Good" and how it is important to understand the many ways you can use your power for good.

This assembly was supported by a selection of Year 10 Peer Mentors, who emphasised the importance of using your power for good through giving time and support to others, having the ambition and perseverance to embrace effort and hard work, acting with integrity, showing empathy for others and reflecting on your actions.



The closing messages of the assemblies were that the words we speak can make a lasting impact on others. They may seem trivial to us at the time...but for others they can truly last a lifetime. Choose to be careful with your words. Think before you speak. Use words about others that you'd like to hear about yourself. Remember: hurtful words may eventually be forgiven but may not ever be forgotten.

Students were then provided with a challenge, to use their power for good. Whether they were supporting a friend, standing up for someone who is being unkindly treated, or reporting concerns when they saw it.

## ELSA- Emotional support for our students

Our ELSA Practitioners, trained by East Sussex County Council Educational Psychologists have been completing 6-week interventions with students who are referred by their class teacher or Head of Year for additional support with issues including emotional literacy, behaviour regulation, self-esteem, friendship issues and bereavement.



This intervention can take many forms, including fun activities, games and informal discussions, usually on a 1:1 basis, in a private, safe space.

The sessions have been extremely impactful for these students, who are now able to work on developing their self-regulation skills so they can be happy and thrive at school and in their lives.

## Young Carers

We continue to support our Young Carers at school with any reasonable adjustments or resources they may require, to support the care that they provided to family members outside of school.



We were also asked to contribute to choosing the theme for this year's Young Carers festival, which is being held from Friday 26<sup>th</sup> to Sunday 28<sup>th</sup> June. For more information, please visit [Young Carers Festival | The Children's Society](#).

If you believe your child or a student at the school may be a young carer, but the school may not be aware of this, please email Mr Addems at [t.addems@gildredgehouse.org.uk](mailto:t.addems@gildredgehouse.org.uk).

Below are some useful links to support for Young Carers:

[Carers Card UK - Carers ID Card](#)

[Young carers | Childline](#)

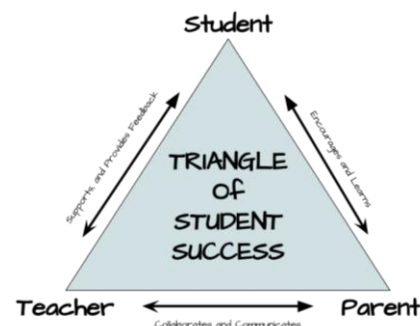
[Help for young carers - Social care and support guide - NHS](#)

[Support for young carers and siblings - Sense](#)

## Collaborating with parents and carers

We are extremely committed to building effective relationships with both students and their parents/carers and believe our students achieve better outcomes when everyone is pulling in the same direction.

Our parent partnerships, parents' evenings and other events that require parental engagement are a crucial part of this. As much as these events are about providing you with information and support, they are also opportunities for us to better understand our students and the support they may need that we are currently unaware of.



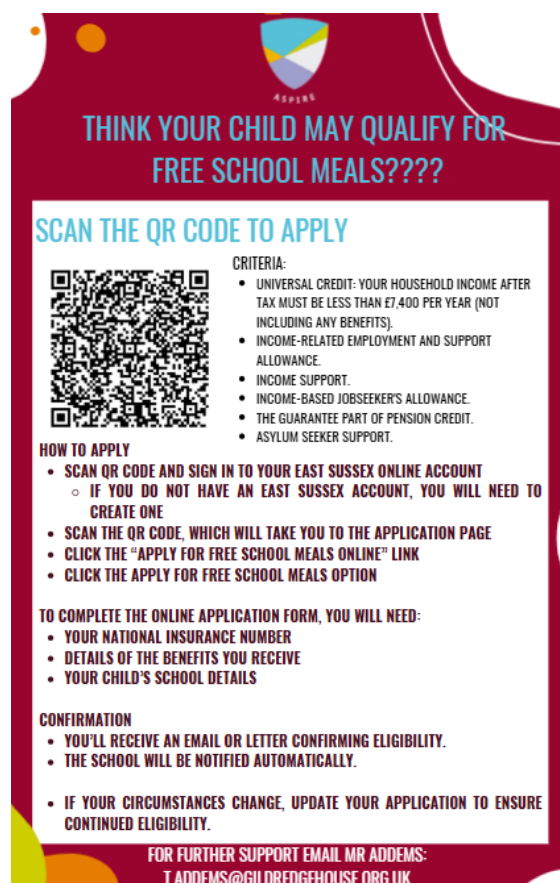
We value your voice as parents/carers, so please do take us up on our offers of support or attendance to events.

## East Sussex Local Offer

The East Sussex Local Offer is an online directory of services and support available for children and young people aged 0-25 with special educational needs and disabilities (SEND), and their families. It brings together information about education, health, social care, activities, and advice in one place, helping parents understand what support is available locally and how to access it.


The Local Offer is designed to be clear, accessible, and supportive, enabling families to make informed choices about the help that is right for their child.

Click the link, to be taken to the local offer website: [East Sussex Local Offer](#)



**THINK YOUR CHILD MAY QUALIFY FOR FREE SCHOOL MEALS????**

**SCAN THE QR CODE TO APPLY**



**CRITERIA:**

- UNIVERSAL CREDIT: YOUR HOUSEHOLD INCOME AFTER TAX MUST BE LESS THAN £7,400 PER YEAR (NOT INCLUDING ANY BENEFITS).
- INCOME-RELATED EMPLOYMENT AND SUPPORT ALLOWANCE.
- INCOME SUPPORT.
- INCOME-BASED JOBSEEKER'S ALLOWANCE.
- THE GUARANTEE PART OF PENSION CREDIT.
- ASYLUM SEEKER SUPPORT.

**HOW TO APPLY**

- SCAN QR CODE AND SIGN IN TO YOUR EAST SUSSEX ONLINE ACCOUNT
  - IF YOU DO NOT HAVE AN EAST SUSSEX ACCOUNT, YOU WILL NEED TO CREATE ONE
- SCAN THE QR CODE, WHICH WILL TAKE YOU TO THE APPLICATION PAGE
- CLICK THE "APPLY FOR FREE SCHOOL MEALS ONLINE" LINK
- CLICK THE APPLY FOR FREE SCHOOL MEALS OPTION

**TO COMPLETE THE ONLINE APPLICATION FORM, YOU WILL NEED:**

- YOUR NATIONAL INSURANCE NUMBER
- DETAILS OF THE BENEFITS YOU RECEIVE
- YOUR CHILD'S SCHOOL DETAILS

**CONFIRMATION**

- YOU'LL RECEIVE AN EMAIL OR LETTER CONFIRMING ELIGIBILITY.
- THE SCHOOL WILL BE NOTIFIED AUTOMATICALLY.

• IF YOUR CIRCUMSTANCES CHANGE, UPDATE YOUR APPLICATION TO ENSURE CONTINUED ELIGIBILITY.

FOR FURTHER SUPPORT EMAIL MR ADDEMS:  
T.ADDEMS@GILDREDGEHOUSE.ORG.UK