



Little Ealing Inclusion Strategy – 2026 – 27

This strategy sets out how we enable children to belong, learn and participate at Little Ealing. It brings together our everyday provision, targeted support and priorities for the year ahead. The school has received an additional £26,000 for inclusion in 2026–27 which has been included in the school budget. This funding strengthens provision alongside the wider support funded through our core school budget; it does not represent our total spending on inclusion.

Strategy overview

Detail	Date
Academic year	2026–27
Publication date	October 2026
Review date	October 2027
Governing body authorisation	14 th October 2027

This strategy should be read alongside our SEND Information Report, Pupil Premium Strategy Statement, Accessibility Plan, Behaviour Policy, Attendance Policy and safeguarding information. Together these explain our wider provision and how different resources address barriers.

Statement of Intent

At Little Ealing we strive to ensure that every child belongs, feels safe, is valued and can thrive. We are a nurturing school where relationships matter. We take time to know our children: their strengths, interests, needs, experiences and aspirations. We are professionally curious and look beyond what we see in the classroom, seeking to understand what may be influencing a child's learning, behaviour, wellbeing or engagement.

Inclusion at Little Ealing is for every child. Barriers can arise from special educational needs or disabilities, financial hardship, language, health, family circumstances, discrimination or experiences outside school. Children may also experience barriers when their strengths are not recognised or their learning does not provide sufficient challenge, including those with greater-depth potential. We consider each child's circumstances and listen to their experience, recognising that needs can overlap and change over time. Learning English as an additional language is not in itself a special educational need.

Inclusion is everyone's responsibility. It is a thread that runs through our leadership, curriculum, teaching, relationships, environment and wider school life. We have high expectations for every child and work to remove barriers rather than lower aspirations. High-quality adaptive teaching is our starting point, supported by early identification, evidence-informed intervention and specialist advice where needed.

We place strong emphasis on building secure foundations for learning. We identify and address gaps in essential skills, including communication, language, phonics, reading, writing, maths independence, self-regulation and social development. By strengthening these foundations, we enable children to access the wider curriculum, participate more fully and develop increasing confidence and independence.

We listen to children and use assessment, observation and pupil voice to understand need and measure impact. Our inclusion strategy reflects the seven principles of inclusion through ambitious leadership, early and evidence-based support, adaptive teaching, inclusive enrichment, belonging and participation, strong partnerships, and accessible environments. We continually develop staff expertise so that inclusive practice is embedded consistently across our school.

A strong sense of belonging is central to our approach. We want every child to know that they matter, that they are listened to and that they have an important contribution to make. We provide opportunities for all children to participate in learning, play, clubs, trips and enrichment, adapting provision where necessary so that children can take part alongside their peers.

Our values of kindness, respect and honesty underpin our relationships. We encourage children to be resilient, ambitious and engaged, to recognise their strengths, make positive choices and persevere when things are difficult. We celebrate difference and help children develop confidence in themselves and respect for others.

We see families as partners. We listen to parents and carers, value their knowledge and work together to understand the whole child and identify the support that will make the greatest difference. We also draw on the expertise of the Local Authority, educational psychologists, health professionals, therapists and other services.

Our Commitment is Simple

Belong → Know the child → Identify the barrier → Adapt the universal offer → Provide targeted support where needed → Measure impact → Build independence.

Through kindness, curiosity, high expectations and shared responsibility, we aim to Inspire Minds and Build Futures.

What inclusion looks like at Little Ealing

Children contribute to classroom life through meaningful responsibilities matched to their interests and confidence. Some enjoy visible leadership roles; others value quieter tasks that help their class. Teachers create opportunities for children to share interests, get to know one another and feel part of their classroom community. Arrangements vary between classes and respond to the children in them.

Our LEPS ABCs, trusted relationships and therapeutic approach support positive choices and belonging. Active play, supported social opportunities and adjustments to clubs, trips and enrichment help children participate. In lessons, clear modelling, vocabulary support and appropriate scaffolds improve access, while questioning, reasoning and deeper application provide challenge for children ready to extend their learning.

Therapeutic support

Our provision includes therapeutic counselling and emotional support. The support offered depends on identified needs and the provision available. Parents/carers can discuss concerns and possible support with the class teacher or Inclusion Lead. We will explain the purpose of agreed support and how it will be reviewed. Our annual impact statement will report anonymised information about therapeutic provision for children, parents/carers and staff, alongside feedback and evidence of impact.

Barriers to Learning and Participation

The table below shows the key barriers to learning and participation that we've identified in our school, which require inclusive universal approaches and targeted support.

DETAIL OF BARRIER TO LEARNING	
Universal approaches	
1	Opportunities to develop foundational skills and independence
2	Visual support, modelling and scaffolding
3	Movement and sensory opportunities within the school day
4	Calm accessibly and uncluttered learning environments
5	Consistent behaviour expectations rooted in kindness, respect and positive choices
6	Inclusive approaches to play and lunchtimes
TARGETED APPROACHES	
1	Gaps in phonics, reading, writing and maths
2	Speech, language and communication difficulties
3	Persistent difficulties with attention, working memory or executive functioning
4	Significant emotional regulation or anxiety difficulties
5	Developing independence and self-regulation
6	Children experiencing circumstances outside school that are affecting their ability to learn or participate

Activity in this Academic Year

We will strengthen everyday classroom provision and provide targeted support where it is needed. The activities below build on LEPS practice and identify further development. Allocations are retained from the original draft for review; they are not an approved spending plan.

Activity and LEPS provision	Barriers to Learning	Offer	Primary Dfe Inclusion principle	Budgeted Cost
Foundational skills and independence Strengthen explicit teaching of phonological awareness, vocabulary, reading, writing and number. Use practical resources, retrieval, repetition and opportunities to practice independence and learning behaviours across the curriculum.	Gaps in phonics, reading, early writing and maths, communication, organisation and independence	Universal	Adaptive teaching	£2,000
Visual support, modelling and scaffolding Consistent use of visual timetables, now/next boards, worked examples, modelling, chunked instructions, vocabulary prompts and scaffolds. Develop a whole-school adaptive teaching toolkit.	Difficulties processing language, instructions, working memory and accessing the curriculum	Universal	Access to learning	£1000
Movement and sensory opportunities Establish movement breaks and movement zones; provide access to regulating/alerting activities and sensory resources; train staff to recognise and respond to sensory needs.	Sensory processing needs, attention, regulation and readiness to learn	Universal	Inclusive environments	£2,000
Calm accessible environments Review classrooms and shared spaces; reduce visual clutter; develop calm spaces and accessible resources; continue developing the POD as a regulated sensory/calm space.	Sensory overload, anxiety, distraction and difficulty maintaining attention	Universal	Accessible environments	£1,500
Embed our LEPS ABCs behaviour approaches and positive relationships Embed consistent expectations based on kindness, respect and honesty through a therapeutic thinking approach. Explicitly teach emotional regulation, resilience and positive choices and use restorative approaches to repair relationships.	Emotional regulation, resilience, engagement and positive participation	Universal	Belonging and relationships	£1,000 CPD/resources
Inclusive play and lunchtimes Build on active play and calmer, structured playground activities. Use pupil voice to identify barriers to friendship and participation; provide structured activities and appropriate adult support. Connect this review with access to clubs, trips and enrichment.	Social communication, friendship, regulation and participation in unstructured times	Universal	Wider participation	£2,500 CPD/resources

Activity and LEPS provision	Barriers to Learning	Offer	Primary Dfe Inclusion principle	Budgeted Cost
Phonics reading writing and maths support/intervention Deliver time-limited, evidence-informed interventions based on assessment. Use baseline and post-assessment to measure impact and adjust provision.	Significant gaps in phonics, reading, writing and mathematics	Targeted	Early support	£4,000 CPD/resources
Speech, language and communication Targeted language groups, vocabulary development and social communication work. Work with SaLT/Words First where appropriate and embed recommendations into classroom practice.	Difficulties understanding language, expressing ideas and communicating socially	Targeted	Family and specialist partnership	£4,000
Attention, working memory and executive functioning Targeted strategies including chunking, visual prompts, pre-teaching, rehearsal, organisation systems and short focused interventions.	Difficulty sustaining attention, remembering instructions, organising and starting/completing tasks	Targeted	Early support	£1,000
Emotional regulation and anxiety Individual or small-group regulation and therapeutic programmes, check-ins, emotional literacy work, graduated exposure where appropriate and liaison with families/MHST or other services.	Anxiety, emotional dysregulation, low resilience and difficulty managing change/mistakes	Targeted	Belonging and wellbeing	£2,000
Independence and self-regulation Individualised independence plans, visual prompts, explicit teaching of self-management and carefully planned adult support aimed at increasing independence rather than creating dependency.	Dependence on adults, difficulty initiating tasks, managing transitions and regulating behaviour	Targeted	Adaptive teaching	£1,000
Wider circumstances affecting learning, including attendance Use professional curiosity, family conversations and coordinated pastoral support. Connect specific concerns with the child's needs, with particular attention to SEND and disadvantaged pupils. Agree actions and review their effect. Coordinate work with external agencies and provide named adults where appropriate.	Family circumstances, attendance, anxiety, health, bereavement, housing or other experiences affecting engagement	Targeted	Family partnership	£1,000

Strategic Elements

Our inclusion team will coordinate classroom, pastoral and therapeutic support, attendance work and specialist advice. We will clarify responsibilities and agree a manageable review cycle so that effective strategies are shared and actions are followed through.

Strategic activity	Purpose	Primary DfE principle	Indicative cost
Staff professional development	Build expertise in adaptive teaching and SEND support including communication, sensory needs and therapeutic approaches. Use modelling and shared practice.	Ambitious Leadership and Governance that embeds inclusion.	£3,000
Inclusion team – monitoring and evaluation	Agree roles across leadership, teaching, support, pastoral, therapeutic and attendance provision. Inclusion learning walks, pupil voice, intervention tracking, analysis of SEND/attendance/attainment trends and review of provision. Senior leaders will share findings and spending with governors.	Ambitious Leadership and Governance that embeds inclusion.	Staff time within existing allocation; confirm capacity

Annual Strategic Inclusion Investment: £26,000

Intended Outcomes

Every child should be known, feel that they belong, have their barriers to learning and participation understood and addressed so they develop the skills, confidence and independence to thrive. The support they receive will improve access to learning and school life.

Intended Outcome	Measurable Success Criteria	Target Date
Every child feels safe, valued and that they belong.	At least 90% of pupils with SEND report through pupil voice that they feel safe, belong and have an adult in school who knows them well. Pupil voice shows a reduction in reported barriers to participation.	July 2027
Children are known as individuals, with their strengths and barriers understood.	100% of pupils with SEND have current, meaningful pupil profiles/ILPs reflecting strengths, needs, aspirations and effective strategies. Staff can identify key needs and strategies for pupils they teach.	December 2026; reviewed termly
Barriers to learning and participation are identified early.	SEND and inclusion data is reviewed termly to identify emerging patterns in attainment, attendance, behaviour, participation and wellbeing. Identified concerns have a documented response and review.	Termly
Inclusive universal provision enables more children to access learning successfully.	Learning walks show consistent use of adaptive teaching, visual supports, modelling, scaffolding and opportunities for movement/regulation. Evidence shows a reduction in children requiring additional adult support solely to access everyday classroom learning.	July 2027

Children develop strong foundational skills.	Targeted pupils make measurable progress in identified phonics, reading, early writing and early maths, communication or independence outcomes, with baseline and post-assessment evidence for each intervention.	Each intervention: maximum 10 weeks
Targeted support is timely, purposeful and effective.	100% of targeted interventions have a clear baseline, desired outcome, identified provision and post-assessment. At least 80% demonstrate measurable progress towards the intended outcome.	July 2027
Children become increasingly independent and resilient learners.	Pupil voice and staff assessment demonstrate increased independence in identified pupils, including reduced reliance on adult prompting where appropriate.	July 2027
All children can participate in the wider life of the school.	Participation in clubs, trips, enrichment, playground activities and other wider opportunities is monitored. Barriers are identified and reasonable adjustments made so that SEND pupils are not disproportionately excluded from opportunities.	July 2027
Staff have the confidence and expertise to meet a wide range of needs.	Staff feedback demonstrates increased confidence in adaptive teaching, SEND and inclusive practice. Learning walks show inclusive strategies embedded across year groups.	July 2027
Families feel listened to and are active partners.	Parent feedback shows that families understand their child's support and feel involved in decisions. Where concerns are raised, there is evidence of timely communication and review.	July 2027
Professional curiosity leads to a deeper understanding of barriers.	Case reviews demonstrate that staff consider the whole child, including factors beyond the classroom, rather than responding solely to presenting behaviour or attainment. Appropriate support/referrals are made where needed.	July 2027

Review of the Previous Academic Year

Our ELP Peer Review and Spring Health Check (March 2026) identified inclusion as a strength. We are building on our needs-based approach, therapeutic support, adaptive teaching and work on active play. These strengths provide a starting point for this year's strategy.

During 2026–27, we will bring together assessment and intervention reviews, pupil and family feedback, attendance, wider participation and evidence from classrooms. Our July 2027 evaluation will identify what improved learning, belonging and independence, where progress was limited and what needs to change for 2027–28.

The annual impact statement will also report anonymised numbers of children, parents/carers and staff accessing therapeutic counselling, distinguishing people supported from sessions delivered. Include feedback, outcomes and any barriers to access. Protect confidentiality by suppressing or combining small numbers where identification could be possible.

Little Ealing's Inclusion Strategy is based on the [DfE's inclusion strategy](#)