Inclusion Strategy – The Littletons School

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

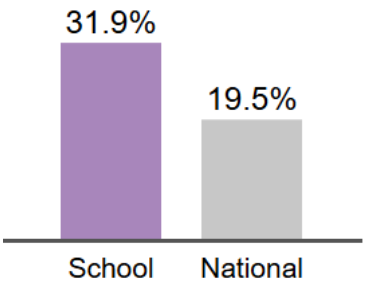
Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/27
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Paul Jones (Headteacher) Nicky Felton (SENCo)

Context Information *(Data accurate at time of publication)*

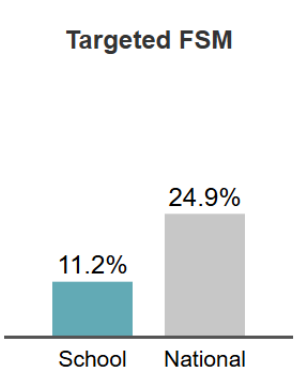
The Littletons School is a small, rural school which has five mixed-age classes. The total number on roll is 139.

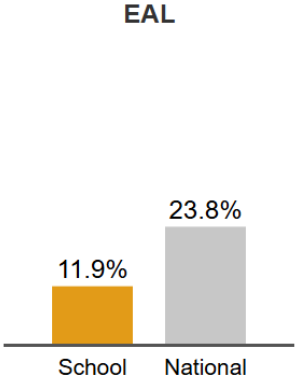
Pupils with SEND

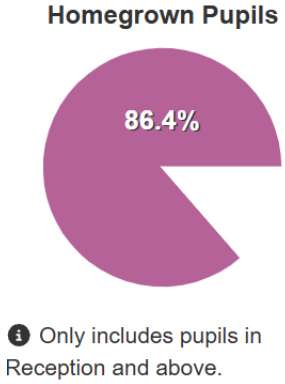


	# Pupils	% Pupils	National
SEN Support	38	28.1%	15.4%
EHC Plan	5	3.7%	4.1%

****







SEN Need Statistics

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Dyspraxia	1	2.2%	0.7%
Sensory processing disorder	1	2.2%	0.7%
Selective mutism	2	4.3%	1.5%
SEN Support, No Specialist Assessment	10	21.7%	7.5%
Social, Emotional & Mental Health	4	8.7%	3%
Dyslexia	6	13%	4.5%
Autistic Spectrum Disorder	5	10.9%	3.7%
Attention Deficit (Hyperactivity) Disorder	1	2.2%	0.7%
Vision Impairment	1	2.2%	0.7%
Speech, Language and Communication Needs	19	41.3%	14.2%

Statement of intent

At the heart of our work at The Littletons School is the belief that all our children should feel a sense of belonging here; that our school is their safe haven, a place that allows them to feel academic success and an environment that ensures that they flourish socially and emotionally. Once you have been a part of life at The Littletons, you will always be welcome to return.

It is our vision that no child, or family, at The Littletons should feel left behind in life. Children will experience high-quality adapted provision which is tailored to their needs, and which allows them to build the solid foundations they need to continue to achieve well. All staff are responsible for inclusion and work together to ensure that children are valued, included and accepted. Our environment will support access for all and will enable sensory sensitivities to be seen as a unique characteristic not something to be fixed. We ensure that all children have access to a rich and varied life beyond the classroom. For those children who find new situations extremely challenging, we plan manageable, sequential steps so that they can be a valued member of the wider life of the school.

Our strong relationship with families starts at the very beginning with a clear focus on early identification of those children who need the most support. We endeavour to work in partnership with parents so that they know that they can approach us without fear of judgement and that we will always be ready to listen and act. We work hard to ensure that families feel confident that we are making the best decisions for their children. As a school, we have excellent relationships with key professionals who support our work to provide the very best start for every child.

In Peter 4:10 we are told, *'God has given you gifts. Use them well to serve one another.'* By delivering a fully inclusive environment, which celebrates our similarities and differences, we aim to give every child the chance to find their own gifts.

Barriers to learning and participation

The following barriers to learning and participation have been identified through existing assessment information, observations, staff discussions, pupil voice and governor involvement.

They all link to the 7 principles of inclusion which are:

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high-quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access
5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	Staff confidence in the delivery of universal adaptations can create barriers to learning, retention of knowledge and levels of independence. (Principles 1 and 3)
2	Staff confidence in the use of strategies to enable conversations and language development in Early Years can create a barrier to quality interactions and pupil outcomes. This can impact on their continued capacity to learn. (Principle 3)
3	Limited capacity to deliver emotional literacy work to a wider group of pupils creates a barrier to the emotional development of pupils which impacts their ability to learn and access wider school life. (Principle 2)
4	Insufficient capacity to deliver speech and language support creates a barrier to children's expressive and receptive language skills. (Principle 2)
5	Insufficient resources to support an increasing number of children who need an alternative method of recording to enable them to access lessons with a significant writing expectation. (Principle 7)

Activity in this academic year

In response to the barriers identified, we will focus on the following activities to strengthen our universal offer as well as targeted support for selected groups of children.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** *(whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Barrier 1: Universal adaptations **Investment:** Staff observations of SENCO's use of universal adaptations. SENCO to work alongside other staff to plan and implement strategies. Staff meeting time sharing good practice of chosen interventions. Development of school's Inclusion Team to focus on removing barriers to learning and developing adaptations to maximise pupil access and progress. **Expected impact:** Consistent classroom practice of core adaptations. Pupil participation, access to learning and pupil outcomes will have improved. Leadership for SEND will be distributed across a team to improve universal offer..	Universal	SENDCo time: £1000
Barrier 2: Quality interactions in the Early Years (Links with Barrier 4) **Investment:** Use of Whole Education programme to access staff training and evidence-based approaches. Development of communication strategies and resources to support interactions e.g. Widget. Staff vocabulary training from the Speech and Language service to improve teaching. **Expected Impact:** All adults will have improved their interaction skills. Evidence through observation and pre and post staff audits. Pupils will demonstrate improved conversational skills and vocabulary knowledge.	Universal	

Barrier 3: Targeted emotional development support **Investment:** Training for another ELSA practitioner to expand capacity within school. Ongoing supervision requirements once trained. Use of Boxall Profile tool to assess and measure progress. Trauma Informed Schools training for a teaching assistant. This would give school two ELSAs and one TIS practitioner. **Expected Impact:** More children able to access support; waiting list reduced. Children accessing support show improvement through pre and post assessments and anecdotal and observational evidence in situations linked to their targets. Boxall profiling to contribute to improved outcomes for children.	Targeted	£1150 + on cost of supervision once qualified £35 for 20 assessments £3200 TA time to deliver extra ELSA sessions across school (3 extra afternoons per week) TIS training - £0 (free through Worcestershire LA) TIS release days - £1100
Barrier 4: Additional Speech and Language support (Links with Barrier 2) **Investment:** To increase our speech and language SLA so that we have a therapist visit for half day per week instead of a half day per fortnight. **Expected Impact:** More SALT children to receive high quality, regular therapy. Teaching assistants, who run SALT intervention and Talkabout groups, will have expert knowledge through training/support from therapist. An increased number of children meeting their SALT targets.	Universal/ Targeted	Increase of £3000. We already pay £3425 for half day per fortnight.
Barrier 5: Improving curriculum accessibility through touch typing **Investment:** To build capacity to deliver touch typing skills to children with needs that impact their ability to record in writing and reduce their ability to access certain elements of the curriculum. **Expected Impact:**	Targeted	5 children £82.50 per year

Targeted children to have a viable alternative to written recording when needed. The children will have appropriate skills to be able to record using ipads/laptops which will help them access tasks and produce work that reflects their ability and allows them to meet their potential.		
	Funding Amount	£9304
	Total Spend	£9567.50

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve by the end of our inclusion strategy, and how we will measure whether they have been achieved.

Intended outcome	**Success criteria**
Staff confidence in using universal adaptations increases the consistency across the school which impacts on the learning, participation and independence outcomes for pupils.	Observations demonstrate the impact of a variety of adaptations. Pupil voice discussions indicate positive responses with reference to strategies that have helped them. Attainment outcomes for pupils will have improved. Levels of pupil participation and independence within the classroom will have increased. This will be evidenced through everyday observations. Staff survey will indicate that staff confidence has improved.
Improved quality interactions between staff and pupils in Early Years develops vocabulary and communication skills.	Observations of interactions between adults and children will demonstrate strategies embedded. Progress of children with SEND will be evident from their baseline targets. (Wellcomm, SALT, school-based targets)
Increased ELSA/TIS capacity can support more pupils. Pupil progress against their targets is evidenced through observations and assessments.	An increased number of children will be accessing ELSA and TIS support. Progress against their baseline is evidenced through assessments and observations.
More SALT children to receive high quality, regular therapy. Teaching assistants, who run	Data from SALT targets will show progress and improvement.

SALT intervention and Talkabout groups, will have expert knowledge through training/support from therapist. An increased number of children meeting their SALT targets.	Teaching assistant-led sessions will be of a high quality and will contribute to SALT progress. More children will be seen by the therapist ensuring that support is regular and timely.
Targeted children to have a viable alternative to written recording when needed. The children will have appropriate skills to be able to record using ipads/laptops which will help them access tasks and produce work that reflects their ability and allows them to meet their potential.	Assessments throughout the programme will indicate improvement. Observational evidence of children being able to record in a way that allows them to show their understanding.

Review of the previous academic year

This is The Littletons School's first published IMF Inclusion Strategy. The 2027 review will draw on a range of evidence to determine what should continue or change.