



Reviewed by Governors: July 2026

Next review: July 2027

Inclusion Strategy: Actively Engineering Belonging

Little Ilford School

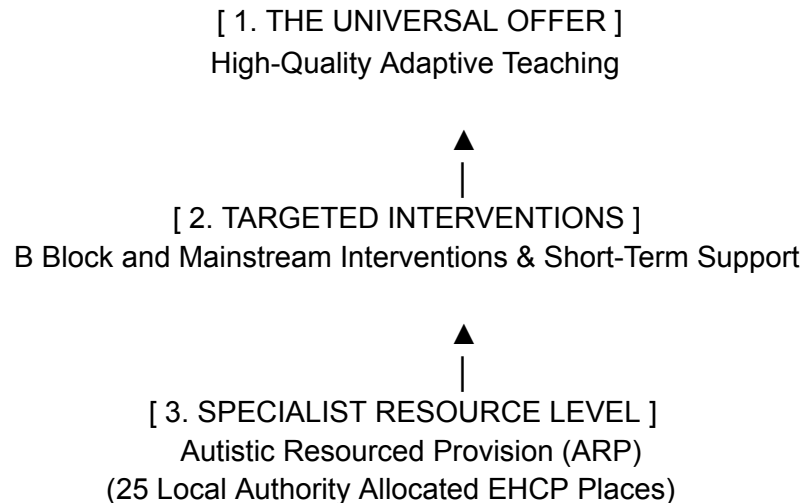
Executive Summary

This Inclusion Strategy synthesises Little Ilford School's statutory obligations, its institutional values (**Courage, Commitment, and Compassion**), and specific provisions such as the **Autistic Resourced Provision (ARP)**, B Block Classes, Mainstream Intervention, and our overarching **Anti-Racist commitment**.

With approximately 21% of our student cohort identified as having an additional learning need (SEN Support or EHCP), inclusion is not treated as a peripheral department goal, it is a whole-school operational imperative. This strategy establishes a unified approach to ensure equitable access to our ambitious Key Stage 3 and Key Stage 4 curriculum, narrowing achievement gaps while actively fostering student independence.

The Universal Offer: High-Quality Adaptive Teaching

In alignment with our Teaching and Learning priorities, all teachers at Little Ilford School are recognised as teachers of students with Special Educational Needs and Disabilities (SEND).



- As noted in our external reviews, our curriculum focus must centre on checking how securely pupils retain key ideas. Universal teaching must utilise low-stakes retrieval practice, explicit vocabulary instruction, and dual-coding to ensure new learning connects securely to prior knowledge.
- Teachers will adapt material through scaffolding, chunking, and flexible grouping, ensuring consistent high expectations for all students.
- We will fully utilise our modern, multi-lift accessible campus to ensure full accessibility
- Classrooms will be actively managed to minimise cognitive overload and visual clutter, ensuring a supportive environment for neurodivergent learners.

RP, B Block classes and Mainstream Intervention

Our inclusion strategy features a structured pathways model that transitions students seamlessly between intensive specialist care and mainstream independence.

The Autistic Resourced Provision (ARP)

- This is a dedicated, specialist provision for up to 25 students with an EHCP whose primary need is Communication and Interaction/ASD.
- It is led by a dedicated Curriculum Team Leader, the ARP delivers a highly personalised, adapted pathways while systematically prioritising social communication and independent living skills.

B Block Classes and Mainstream Intervention

- B Block Classes and Mainstream Intervention function as crucial hubs for mainstream-enrolled students who require targeted support.

- Provides intensive academic and emotional scaffolding to help students build the resilience needed for full, unassisted integration into mainstream Key Stage 3 or Key Stage 4 classrooms.

Anti-Racist School Culture & Single Equalities

Our inclusion strategy actively addresses the intersectionality of race, socio-economic status, and disability, operating under a pro-active anti-racist framework.

- We deliver specific, data-monitored interventions to close progress gaps between distinct student demographics, targeting groups eligible for Pupil Premium, Looked After Children (LAC), SEND students, and other vulnerable student groups.
- Department Heads will continue to review and revise schemes of learning to ensure our diverse Newham student body sees their cultures, histories, and perspectives authentically represented in the text choices and curriculum narratives.
- Senior leadership will conduct half-termly reviews of behaviour, attendance, and internal exclusion data to ensure no specific demographic or protected characteristic group is disproportionately impacted by sanctions.

Behaviour for Learning

Our **Behaviour for Learning Policy** reinforces structured routines, high expectations, and explicit consequences, balanced with deep compassion and a trauma informed approach. Understanding, Social, Emotional, and Mental Health (SEMH) needs and use of restorative practices.

- Rather than defaulting immediately to punitive exclusions for complex behaviours, the Pastoral and SEND teams will implement formal **Pastoral Support Programmes (PSP)** lasting 12 to 16 weeks for any student identified as at risk of permanent exclusion.
- Internal pastoral interventions will run parallel to expert external support networks, including the Newham Language Communication and Interaction Service (LCIS), Newham Educational Psychology Service, and the Child and Adolescent Mental Health Services (CAMHS).
- Staff are expected to model the precise behaviours required from our students. Rules regarding uniform, punctuality (gates closing at 8:20 AM), and corridor conduct are maintained firmly and predictably, creating a safe, low-anxiety environment for vulnerable students, which is all included in the Staff Code of Conduct. All staff have been participating in Trauma Informed Practice Training from the Anna Freud Centre.

Strategic TA Deployment & Student Independence

In accordance with established best practices, Teaching Assistants (TAs) will be deployed strategically to avoid creating dependency.

- TAs are utilised to facilitate independent learning, build student resilience, and prepare learners for the transition into post-16 adulthood.
- TAs will support classrooms dynamically under the explicit instruction of the classroom teacher, ensuring SEND profiles are actively referenced during lesson execution.

Co-Production, Transitions, and Accountability

Inclusion is built on collaborative relationships with our families and local partners.

- All identification and monitoring follow a transparent **Assess, Plan, Do, Review (APDR)** cycle, ensuring parents and students are central to the conversation.
- Our SEND team will actively conduct on-site primary school visits for Year 6 students, organising enhanced summer term transition days to preserve learning momentum.