



Inclusion Statement



Date	Review Date	Coordinator	Nominated Governor
Sept 2021	Sept 2022	Chair of the Governors	Rachel Bain

Headteacher:	Pamela Acheson	Date:	Sept 2021
Responsible Governor:	Rachel Bain	Date:	Sept 2022

Status of Policy:

The Governing Body of the Federation of Grewelthorpe and Fountains C of E Primary Schools adopted this policy in September 2021. It will be reviewed in September 2022.

1. Vision

To provide a rich and varied learning community where all children reach their potential.

2. Happy, secure and included

We provide a safe and caring environment for children to develop and grow. All our staff are supportive and provide positive encouragement to help your child engage with their learning. We have a variety of clubs, visitors and trips to enhance the curriculum and a school council and collective worship group where children can be more involved in school life.

At our schools we provide a curriculum where children can explore and discover learning with their friends through practical, hands on and research-based activities. Every class teacher is highly skilled in planning to cater for all needs and abilities so that all children can feel challenged and reach their full potential. We believe that at our schools we have created a fun environment where children love learning and achievement is celebrated together.

3. Diversity, access and independence

We acknowledge that some pupils have special needs whether they are the most able or need additional support.

At our schools, your child will have access to a range of resources to support their learning and enable them to access our exciting curriculum. They will have the opportunity to choose how they work whether independently or in a group. Every child from year 1 to year 6 has a personal laptop or tablet to use in their lessons whenever required.

4. Identify and intervene

At Fountains & Grewelthorpe our staff are trained to recognise and meet a wide range of needs at the earliest stage. There is good communication between all staff and assessments are used to ensure that all support and progress is carefully monitored. Our open-door policy enables regular conversations with parents so that any concerns and successes are noted and shared.

We liaise with a variety of agencies who support children's needs and work with local schools to allow children to be part of workshops and events with other children with similar abilities and needs. We regularly seek to update our knowledge and the intervention programmes which we can provide to support the needs of our children.

5. Parent partnership

Children at our schools feel happy and secure in the knowledge that they are supported in working towards achieving their potential, by their parents/ carers, teachers and teaching assistants. We provide opportunities for parents/ carers to meet with staff to discuss concerns and share achievements at any time. We keep parents/ carers fully informed of any additional support that children may receive, and any information is handled in a sensitive way in order that transitions may be smooth. We involve parents/ carers and children in setting appropriate and measurable targets and review them regularly to ensure that progress is being made.

6. Reaching their potential

All children will achieve through working together to overcome barriers to learning. We recognise that progress encompasses aspects of academic attainment, personal and social development and independence and that all progress should be celebrated.

The staff at Fountains & Grewelthorpe are highly trained in our knowledge and understanding of Special Educational Needs and Disabilities (SEND) and we have a variety of support programmes that we can deliver to those children who require additional support. We liaise with health and educational support agencies on a regular basis and have good communication between staff so that progress can be monitored effectively.

Policy:	Inclusion Statement
Signed Chair of Governors:	<i>R Bain</i>
Date Signed:	September 2021
Governors Meeting Ratified:	September 2021
Review Date:	Autumn 2022
Review schedule	Annually