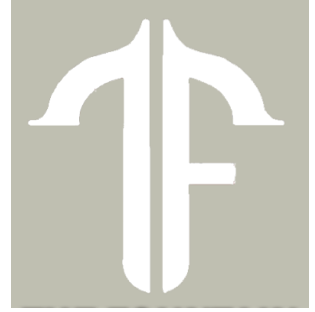




# The Fountain School

## Policy Documentation

### Policy: Inclusion

Responsibility for Review: Head teacher  
Date of Last Review: November 2025

# Inclusion

At The Fountain School, we believe that every pupil has the right to a high-quality, ambitious education. We are committed to removing barriers to learning, identifying needs early, and ensuring that all pupils—including those with SEND, disabilities, medical needs, Looked After Children, pupils with EAL, those who are disadvantaged, and those requiring alternative provision—are fully supported to achieve their potential.

The Headteacher holds overall responsibility for ensuring that students can overcome their personal barriers to learning, whatever those might be. This includes pupils with special educational needs and disabilities, medical conditions, those who are able, gifted, and talented, and pupils who may be vulnerable due to safeguarding or child protection concerns. We recognise that **any student may face a barrier to learning at any time**, for any reason and for any duration. Our approach is therefore proactive, flexible, and responsive, ensuring that inclusive practice is embedded across the curriculum, teaching, behaviour, attendance, wellbeing, and leadership.

This Inclusion Policy works alongside our Access Arrangements Policy and Accessibility Plan, ensuring that we meet our statutory duties and provide equitable, meaningful access to education for all learners.

## Principles

The school believes that the entitlement to a broad, balanced, relevant and differentiated curriculum is a right for all and should not be constrained by age, gender, creed, race, physical disability, special education needs, medical needs, or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure, and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment. Equality of Opportunity, thoughtful and effective assessment and testing, parental involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision, for all students. The school is committed to ensuring that every student who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all students will already have the ability to meet them.

## Aims

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender, or individual need.
- To provide equal access to the mainstream education and to plan for and provide a curriculum which is accessible to all the needs of the students.

- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the student wherever possible in the planning and target setting of her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To identify as early as possible those students with SEND and the nature of their needs.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.

## Whole-school commitment

Meeting the individual needs of students is the responsibility of all staff in the school.

- Staff development and training must be at the heart of effective provision for individual needs.
- All staff will accept personal responsibility for the education of exceptional learners and this should be reflected in the professional development of all staff.

## Practice

- Identifying individual educational needs of all students in every area of the curriculum, including personal needs.
- Assessing the exact nature of the individual's need in order to guide future educational provision.
- Making provision consistent with meeting those individual educational needs: this provision will take a variety of forms including teaching styles which promote full inclusion in all classrooms, administrative systems which promote inclusion, curriculum support, individual support, and student grouping.
- Monitoring and recording individual progress and the strategies and interventions used to achieve that progress.
- Evaluating and reviewing individual progress and the strategies used to achieve that progress.
- Using results to guide further educational provision.
- Provide meaningful information for staff, students, and other organisations on student progress.

## Individual Needs

### Vulnerable students

The Head teacher recognises the importance of her role in listening to all students who are vulnerable for whatever reason. The staff recognises that some children's vulnerability may make them more at risk from abuse. As such, the head teacher and the pastoral care play a vital role in ensuring all students feel that they are listened to and that their concerns are taken seriously.

### SEND Support

Students will be identified as SEND Support if they have a diagnosed additional need or disability, or if their attainment and/or progress falls short of age-related expectations. A school record of students identified as SEND Support will be maintained and updated on an on-going basis. Parents are informed of any action which the school proposes to take. The subject teachers have overall responsibility and will have

- provided differentiated work and made use of any support materials.
- have consulted with the head teacher regarding any subject specific needs or concerns
- collaborate with the head teacher to accurately monitor and review the student's progress

The head teacher/SENco will take overall responsibility for:

- co-ordinating a student's provision across all curriculum areas, including their pastoral needs
- additional testing, assessment, and parental concerns
- making decisions regarding changes to provision or the introduction of more intensive intervention or outside agency involvement where necessary and on-going monitoring.

The school has an assessor who will also assess students that may need access arrangements. More information is in the access arrangements policy.

### Disabilities

We recognise our duty to ensure pupils with disabilities can access all aspects of school life. Our environment, curriculum, and communication systems are adapted where necessary to meet individual needs. This includes physical adjustments, tailored resources, and accessible teaching approaches. Through our Accessibility Plan, we continually review and improve the physical environment, and curriculum access so that pupils with disabilities can participate fully, safely, and confidently.

## Students with English as an additional language

At The Fountain, we believe that all bilingual learners have a right of access to the full curriculum. Recently arrived students who speak English as an additional language whose understanding of the English language is likely to impede their access to the curriculum are identified as new to English and their provision is not separate but integrated into all subject areas with minimal 1:1 or small group teaching in the very early stages of their English language development. New to English learners make the best progress within a whole-school context where they are educated with their peers. Provision needs to be based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills. New to English students are generally taught in the mainstream class alongside their peers. Newly arrived pupils are usually given additional help in learning English by the English Teacher. Classroom teachers have responsibility for ensuring that pupils can participate in lessons. An individual needs inclusion strategy and individual needs intervention plan with specific targets will be drawn up by the English teacher to include additional support where appropriate and tailored teaching strategies. The plan's purpose will be to enable the student to access as far as possible each subject in a way appropriate to their level of ability so that they can realise their full potential.

## Alternative Provision

At The Fountain School we recognise that some pupils may require additional support or a different learning environment to help them succeed. When a child is unable to fully access mainstream lessons—whether due to behavioural, emotional, medical, or social needs—we consider carefully planned alternative provision. This may include short-term placements with trusted external providers, personalised learning programmes, one-to-one support, or adjusted timetables. We will give particular attention to the needs of **Looked After Children (LAC)**, ensuring any alternative provision is stability-focused, trauma-informed, and closely aligned with their Personal Education Plan (PEP). All alternative provision will be designed to keep pupils engaged in meaningful education while addressing their individual needs. We work closely with parents, carers, social workers, and external agencies to ensure the provision is safe, appropriate, and regularly reviewed so that pupils—including Looked After Children—can reintegrate successfully into mainstream learning wherever possible.

## Social, Emotional and Mental Health Needs

We understand that some pupils may require additional emotional or behavioural support to engage positively in their learning. Pastoral support is used to help pupils manage emotions, develop resilience, and build positive behaviours. We work closely with parents and

specialist services when needed. Our aim is to provide a safe, nurturing environment where all pupils feel valued and supported to succeed.