



Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Leads, Adam Samson, Kate Wilkinson, Louise Munz and Nancy Kirby

INCLUSION POLICY

This policy was reviewed: Autumn 2022

This policy will be reviewed: Autumn 2023

This policy will be reviewed by: The Safeguarding Committee

Godalming Junior School Inclusion Policy is an overarching policy which supports the vision and aims of the school. The policy is linked to other policies in school such as [Teaching and Learning](#), [SEND](#), [Equality](#), [Health and Safety](#), [Behaviour and Restorative Justice](#), [Anti-Bullying](#), [Child Protection and Safeguarding](#), [E-Safety](#), [Code of Conduct](#), [Admissions](#) and linked to the [Teaching Standards](#).

We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

This is achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills underpinned by the schools motto of Love, Live, Learn, by the school values and its commitment to uphold the Unicef Convention of Rights for the Child agenda;
- Providing a broad and ambitious curriculum, where the emphasis is on depth before breadth;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to **all** pupils within the school. These groups include:

- Boys and girls
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Special and Additional Educational Needs or disabilities
- Pupils who are Gifted and Talented
- Pupils who are Looked After children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Pupils who identify as anybody from the LGBTQ+ community

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, calm, purposeful and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing the best possible quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy and safe to be in school?

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

- All policies within the school support inclusion and are reflected in school improvement planning.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of equality for all and community cohesion.