



# 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, Erin Coleman, Louise Munz and Nancy Kirby*

## INCLUSION POLICY

**This policy was reviewed: Summer 2026**

**This policy will be reviewed: Summer 2027**

**This policy will be reviewed by: The L and C 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, EDI, Health and Safety, Behaviour, Anti-Bullying, Child Protection and Safeguarding, E-Safety, Code of Conduct, Admissions and linked to the Teaching Standards. This policy also incorporates principles and features of our [NurtureUK](#) provision upholding the view that children receive the right support at the right time and this support is available to everyone in principle whilst recognising some will need more support than others during their time with us.

We aim to provide a calm, predictable and stimulating learning environment across the whole school, which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. GJS is flexible in its approaches and recognises the different and complex needs some children arrive at the school with (social, emotional, academic and physical) and it is incumbent on all members of the school team to engender an inclusive culture.

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 fully inclusive, broad and ambitious curriculum, where the emphasis is on depth before breadth;
- Using flexible and responsive teaching and learning styles;
- Equipping all 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.
- Proactively putting the right support at the right time in place for pupils during their time at GJS
- Provide fair and equitable opportunities to all

We aim to be an inclusive school and offer opportunities 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 registered Young Carers
- 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, guidance and nurture
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Modelling and upholding the **Love, Live, Learn** ethos, our UNICEF Rights **Respecting** status and our school values by ALL adults at ALL times to set the best possible examples to the children in our care and visitors to the school.
- Taking care to balance the needs of all members of the school community

We secure inclusive education for our pupils by reviewing and evaluating practices:

- 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?
- Do we collectively promote and engender a sense of intrinsic motivation in staff and children?
- Is our 'offer' relevant, innovative and equitable for all?
- Are the [six principles of Nurture](#) being upheld

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, in its many forms, and are reflected in school improvement planning (SIP).

### 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, systems and practices. On review, we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of equality, equity and inclusion for all and community cohesion.*