



THORNGUMBALD

PRIMARY

Inclusion Policy

Issue Date: Spring 2026
Review Date: Spring 2028

Introduction

Thorngumbald Primary School aims to provide memorable and exciting learning opportunities within a safe and stimulating environment. We believe that Primary education should be varied, challenging and relevant to the world in which our pupils will live and work, and produce responsible citizens who are able to get the most out of life. Inclusive values will be shared and explained to enable understanding by all members of the school community.

Aims

- To offer equality of opportunity to all groups of pupils within the school (*Boys and girls; Children from minority faiths, ethnicities, travellers, asylum seekers, refugees; Children who have English as an additional language; Children who have special educational needs; Children who are gifted and talented; Children who are 'looked after children'; Children who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress*).
- To work in partnership with parents and carers.
- To promote high levels of achievement for all the children.
- To include all children in the activities of the school.
- To provide a happy, healthy and safe school.
- To promote inclusion through our structures and policies.

Strategies to Implement our Aims

To work in partnership with parents and carers:

- Welcoming parents and carers into the school.
- Ensuring all parents and carers feel their children will be welcomed and supported at our school.
- Making written and spoken language accessible.
- Dealing with parents and carers with honesty, trust and discretion.
- Taking time, sharing information, listening and valuing contributions in meetings.

To promote high levels of achievement for all the children:

- Ensuring a broad, balanced and relevant curriculum.
- Providing a curriculum to promote a full range of learning, thinking and life skills.
- Using flexible and responsive teaching and learning styles.
- Offering a wide range of learning and teaching experiences.
- Responding to pupils' diverse learning needs.
- Having high expectations of all our pupils.
- Setting suitable learning challenges.
- Overcoming potential barriers to learning and assessment.
- Training staff to equip them to teach all children.

To include all children in the activities of the school:

- Fostering supportive friendships among the children.
- Having clear codes of behaviour that take account of the particular difficulties that certain children might face.
- Working to enable children to become more independent.
- Finding ways to overcome any difficulties caused by the physical environment, school rules or routines.
- Promoting diversity, understanding difficulties, recognising and respecting individual differences.
- Equipping the children with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of the school community.
- Enabling all children to participate in physical activity through providing the relevant support for individual needs.

To provide a happy, healthy and safe school:

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

To promote inclusion through our structures and policies:

- Developing a close partnership with the whole school community.
- Ensuring all policies within the school support inclusion and this is reflected in our school improvement planning.
- Recruiting and training staff who will support and are committed to inclusion.
- Enabling regular opportunities for all staff to be briefed on inclusion issues.

Monitoring Inclusion

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

Key questions we ask are:

- Does each child 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 to be in school?

The monitoring, evaluation and review of Inclusion is the responsibility of all the subject leaders and the Senior Leadership Team, with the support of the Governors. It is an ongoing process.