



Ashton St. Peter's Church of England V.A. Primary School

Inclusion Policy

Ratified in April 2026

Update in April 2027

Rationale:

At Ashton St. Peter's, our vision of "*finding the keys to life and learning*" guides our commitment to ensuring that every child is welcomed, valued and enabled to flourish. Inclusion is at the heart of our Christian ethos and is embedded across all aspects of school life. We believe that every child is unique, with individual strengths, needs and aspirations, and that all pupils are entitled to a broad, balanced and ambitious curriculum.

This policy works in harmony with our SEND Policy, Equality Policy, Accessibility Plan, Behaviour Policy and Safeguarding Policy, ensuring that inclusion is not an additional layer but a fundamental principle shaping our practice.

Aim:

We aim to create an inclusive environment where all pupils can thrive. Specifically, we aim:

- To ensure every pupil experiences success and achieves the highest standards possible.
- To provide work at an appropriate level, recognising the diverse needs of our community and using adaptive teaching to remove barriers.
- To ensure all children participate fully and effectively in lessons and wider school life.
- To guarantee access to high-quality physical education, with at least two hours per week for every pupil.
- To ensure every individual feels valued, respected and able to contribute.
- To foster a tolerant, informed and compassionate community, rooted in Christian values.
- To develop positive appreciation of difference, including SEND, culture, faith, gender and background.
- To support pupils to take responsibility for their behaviour and actions, in line with our Behaviour and Discipline Policy.
- To monitor each pupil's progress carefully, identifying needs early and responding through the graduated approach.

- To plan opportunities for communication, collaboration and participation across the curriculum.
- To differentiate and adapt teaching to meet the needs of all learners.
- To ensure appropriate equipment, resources and reasonable adjustments are available to support inclusion.

Inclusive Practice

High-Quality, Adaptive Teaching

Teachers provide effective learning opportunities for all pupils by:

- Using adaptive teaching strategies aligned with the SEND Code of Practice and our SEND Policy.
- Planning lessons that are ambitious, accessible and responsive to need.
- Using assessment to inform next steps and remove barriers.
- Providing scaffolding, modelling, visual supports, structured routines and targeted interventions where needed.
- Ensuring that pupils with SEND or disabilities can access the curriculum through reasonable adjustments.

Early Identification and Graduated Approach

In line with our SEND Policy and Central Bedfordshire's Graduated Approach, we:

- Identify needs early through observation, assessment and discussion with parents.
- Use the Assess-Plan-Do-Review cycle to support pupils requiring additional help.
- Work closely with the SENCO, external professionals and families to ensure provision is effective.

Equality and Anti-Discrimination

Teachers are aware of equalities legislation relating to race, gender, disability, religion and sexual orientation. We:

- Challenge prejudice, discrimination and stereotypes.
- Promote positive attitudes towards diversity.
- Ensure all pupils feel safe, respected and included.

Participation and Wider Opportunities

We ensure that all pupils:

- Have access to trips, clubs, performances and wider opportunities.
- Are supported to participate through reasonable adjustments and risk assessments.
- Are encouraged to contribute to school life through pupil voice, leadership roles and collective worship.

Success Criteria

We will know this policy is successful when:

- All children can participate in a broad range of activities.
- Planning demonstrates clear strategies for inclusion and adaptive teaching.
- Pupils with SEND or additional needs make good progress from their starting points.
- Barriers to learning are identified early and addressed effectively.
- Pupils report feeling valued, included and supported.
- Staff feel confident in delivering inclusive practice.

Review Procedures

This school's policy will be reviewed when:

- Annually in April
- The school wishes to review the policy
- If amendments are required by the Local Authority
- In response to changes in legislation or statutory guidance

Ratified by: *David Bower*
Headteacher

Date: April 2026

Appendix A

Transgender

The principles as outlined in our equality policy apply to transgender pupils.

Practice to support transgender pupils is embedded across school policies and curriculum and build on best practice already in place to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations.

The needs of the pupil will always be sensitively considered in liaison with the pupil's parents, whilst also considering the needs and sensitivities of other pupils.

The following scenarios will apply, whilst acknowledging the list is not exhaustive.

Physical Education

A young transgender pupil has the same right to Physical education as other pupils. With regard to young transgender pupils at school, there should be reasonably few, if any, issues regarding participation within the sports of their true gender.

Changing Room Facilities

The use of changing room facilities will be carefully considered. Facilities for transgender pupils will be sensitive to their needs and also recognise the needs and sensitivities of other pupils. When competing at another school or outside venue, school staff must ensure there is appropriate sensitive provision available. Ashton St Peter's Primary School will take a view prior to the delivery of those lessons, in discussion with parents and guardians.

Swimming Lessons

A risk assessment of the changing facilities will be completed. There must be careful consideration of the health and safety policy and procedures of the leisure centre or swimming pool. This will include the assessment of appropriate clothing when in the swimming pool.

Toilet Facilities

Transgender pupils will use the unisex toilets which are provided at Ashton St Peter's Primary School.

Residential Trips

The sleeping arrangements will need to be thought about carefully before the trip takes place. Risk assessments will be carried out prior to residential trips so that reasonable adjustments can be made to allow the pupil to participate.

Agreed on 30/01/2018

This protocol will be reviewed in conjunction with the Equality Policy (April 2026).