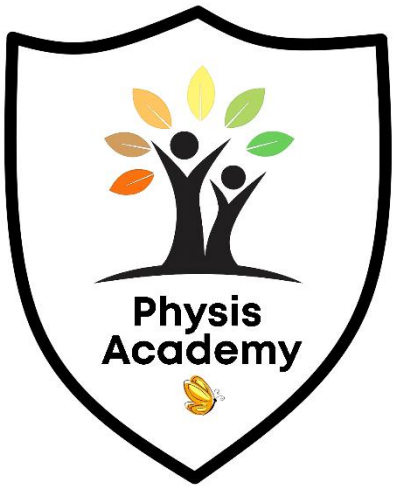


Inclusion Policy

REVISED VERSION - Incorporating Equality Impact Assessment Recommendations

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Postholder responsible:	**Katherine Mooney**	**Date: 30/06/2026**
Last reviewed on:	30/06/2026	
Next review due by:	30/06/2027	

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1. Introduction

1.1 Our Commitment

Physis Academy is committed to providing an inclusive, equitable, and welcoming environment for all students, staff, parents, and carers. We recognise and celebrate diversity, and we are committed to eliminating discrimination, advancing equality of opportunity, and fostering good relations between people with different protected characteristics.

1.2 Legal Framework

The Equality Act (2010) makes it unlawful for schools and Local Education Authorities (LEAs) to discriminate against students for a reason relating to their protected characteristics. Inclusion Policy The nine protected characteristics under the Equality Act 2010 are:

1. Age
2. Disability

3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

This policy explicitly addresses all nine protected characteristics and sets out how Physis Academy ensures inclusive practice for every student.

1.3 Related Policies

This policy should be read in conjunction with the schools:

- Equality and Diversity Policy
- Accessibility Plan
- Special Educational Needs and Disability (SEND) Policy
- English as an Additional Language (EAL) Policy
- Designated teacher for looked-after and previously looked-after children Policy
- Supporting children with medical needs Policy
- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy

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2. Equality and Legal Framework

2.1 Public Sector Equality Duty (PSED)

Under the Equality Act 2010, Physis Academy has a legal duty to have due regard to the need to:

1. Eliminate discrimination, harassment, and victimisation related to protected characteristics
2. Advance equality of opportunity between people with different protected characteristics

3. Foster good relations between people with different protected characteristics

This policy demonstrates how we fulfil this duty across all aspects of school life.

2.2 Reasonable Adjustments Duty

Under the Equality Act 2010, we have a legal duty to make reasonable adjustments for disabled students to ensure they are not substantially disadvantaged compared to non-disabled students. Reasonable adjustments may include:

- Changes to policies, practices, and procedures
- Provision of auxiliary aids and services
- Physical alterations to the school environment (where reasonable)
- Alternative formats for information and communication
- Adapted teaching methods and assessment approaches
- Additional support and resources

All staff are responsible for identifying when reasonable adjustments are needed and implementing them effectively.

2.3 Equality Objectives

In accordance with the Public Sector Equality Duty, Physis Academy has developed equality objectives which are reviewed and published annually. Our current equality objectives are:

1. To ensure all students, regardless of protected characteristics, make equal progress - monitored through disaggregated attainment data and targeted interventions where gaps are identified
2. To eliminate all forms of discrimination, bullying, and harassment related to protected characteristics - through proactive education, clear procedures, and robust monitoring
3. To ensure the curriculum actively promotes equality, diversity, and inclusion - through representation of all protected characteristics in teaching materials, explicit teaching about equality, and challenging stereotypes
4. To ensure all students feel safe, valued, and able to be their authentic selves - through student voice, inclusive policies and practices, and a culture of respect and celebration of diversity

Progress towards these objectives is monitored termly and reported to governors.

2.4 Intersectionality

We recognise that students may hold multiple protected characteristics simultaneously and may face compounded barriers to inclusion. For example, a disabled student from a minoritised ethnic background who is LGBTQ+ may experience multiple, intersecting forms of discrimination.

Our approach to inclusion considers the whole student and recognises that:

- Protected characteristics interact and intersect
- Students with multiple protected characteristics may face unique challenges
- Support must be tailored to each student's intersecting identities and needs
- Discrimination can be compounded when multiple characteristics are involved

All staff will be trained to recognise and respond to intersectional discrimination and to provide holistic, person-centred support.

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3. Rationale

3.1 Our Vision for Inclusion

Physis Academy is committed to providing an appropriate and high-quality education to all of our students. We believe that all students are entitled to a broad and balanced curriculum which is accessible to them, and to be fully included in all aspects of school life. We aim to foster the personal development of each student by helping them be responsible, by building their self-esteem and being sensitive to their needs. Inclusion Policy

Physis Academy is committed to inclusion. We endeavour to create and maintain a caring school community where everyone feels welcome, safe, and valued. Supported by close cooperation with parents/carers and the wider organisation of the Physis Care Group. Inclusion Policy

3.2 What Inclusion Means at Physis Academy

Inclusion means that we will respond to students in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all of our students. Inclusion Policy

Inclusion at Physis Academy means:

- Every student is valued for who they are, including all aspects of their identity and protected characteristics
- Every student belongs and is fully included in all aspects of school life

- Every student can succeed through high-quality teaching, appropriate support, and reasonable adjustments
- Every student is safe from discrimination, bullying, and harassment
- Every student's voice is heard and their views shape our practice
- Diversity is celebrated and differences are seen as strengths
- Barriers to learning and participation are identified and removed proactively
- d through curriculum, culture, and practice

3.3 Groups Requiring Particular Attention

We pay particular attention to the provision for and the achievement of different groups of students Inclusion Policy, including:

Students with Protected Characteristics:

- Students with disabilities and special educational needs (SEND)
- Students from minoritised ethnic backgrounds, including travellers, asylum seekers, and refugees
- Students from minority faith groups or with particular religious or philosophical beliefs
- Students who are learning English as an additional language (EAL)
- Transgender students and students exploring their gender identity
- LGBTQ+ students (lesbian, gay, bisexual, transgender, queer/questioning, and other sexual orientations)
- Pregnant students and young parents
- Students of different ages and developmental stages
- Students who may experience sex-based discrimination or stereotyping

Students with Additional Vulnerabilities:

- Students who are looked after by social care
- Students who are at risk of exclusion or becoming NEET (Not in Education, Employment, or Training)
- Students who are significantly more able than their peers
- Students with medical needs or who are experiencing illness

- Students experiencing discrimination or bullying related to any protected characteristic

This policy describes how we meet the needs of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development. Due to the specialist nature of our setting, we also consider how our students' barriers to learning may be attributed to adverse childhood experiences. Inclusion Policy

3.4 Understanding Diverse Needs

We recognise that students learn at different rates and that there are many factors that may affect achievement including ability, emotional state, age, and physical and behavioural development. We aim to identify these needs as they arise and provide high-quality teaching and learning which will enable every student to achieve their potential. Inclusion Policy

We also recognise that:

- Protected characteristics may affect students' experiences of education and their specific support needs
- Some students face discrimination, prejudice, or barriers related to their protected characteristics
- Cultural, linguistic, and religious diversity enriches our school community
- Gender identity and sexual orientation are important aspects of students' identities that must be respected and supported
- Pregnancy and maternity can affect students' ability to access education and require specific support
- Intersecting identities create unique experiences and support needs

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4. Aims

Physis Academy aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers and other stakeholders. Inclusion Policy We aim to do this by:

4.1 Equality and Access

- Making equality of opportunity for all students through access to a good quality, meaningful and appropriate curriculum Inclusion Policy

- Eliminating discrimination, harassment, and victimisation related to all protected characteristics
- Advancing equality of opportunity for students with different protected characteristics through proactive measures to address disadvantage
- Fostering good relations between students with different protected characteristics through education, celebration of diversity, and inclusive practices
- Providing full access to the curriculum through differentiated planning and high-quality teaching Inclusion Policy
- Making reasonable adjustments for disabled students to ensure equal access and opportunity

4.2 Individual Needs and Strengths

- Planning and catering for individual needs and encouraging the strengths and needs of students Inclusion Policy
- Recognising and responding to the diverse needs arising from students' protected characteristics
- Tailoring support to each student's intersecting identities and circumstances
- Building on students' strengths and celebrating their unique identities and contributions

4.3 Legal Compliance and Best Practice

- Ensuring that the current SEND Code of Practice and statutory guidance are implemented effectively across the school to ensure quality of opportunity for all, and to eliminate prejudice and discrimination Inclusion Policy
- Fulfilling our duties under the Equality Act 2010, including the Public Sector Equality Duty and reasonable adjustments duty
- Implementing best practice in inclusive education across all protected characteristics
- Monitoring and evaluating our practice to identify and address equality gaps

4.4 Preparation for Life

- Enable all students to move on from us well equipped with literacy, numeracy, social, emotional and independence skills that will support them to meet the demands of further education, employment, and adulthood Inclusion Policy

- Preparing students to live in a diverse society with understanding, respect, and appreciation for difference
- Equipping students to challenge discrimination and promote equality in their future lives
- Supporting students to develop positive identities and confidence in who they are

4.5 Early Identification and Intervention

- Continually monitoring the progress of all students, to identify needs as they arise and to provide support as early as possible Inclusion Policy
- Identifying barriers related to protected characteristics early and taking proactive action
- Monitoring outcomes by protected characteristics to identify and address any disproportionate impacts or gaps

4.6 Student Voice and Participation

- Involving the students in planning and in any decisions making that affects them Inclusion Policy
- Ensuring student voice mechanisms are accessible to all students, including those with communication needs or disabilities
- Actively seeking the views of students with different protected characteristics
- Using student voice to identify inclusion barriers and shape our practice

4.7 Staff Development and Support

- Supporting all staff in meeting the needs of students through professional development, the sharing of good practice, the provision of resources and working with outside agencies Inclusion Policy
- Providing mandatory equality and diversity training for all staff covering all nine protected characteristics
- Developing staff understanding of inclusive practice, reasonable adjustments, and anti-discrimination
- Creating a culture of continuous improvement in equality and inclusion

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5. How Inclusion is Supported

5.1 High-Quality Teaching for All

The whole school approach at Physis Academy is providing High Quality Teaching. Students are taught 1:1 or in very small groups. Staff also use an Emotion Coaching approach. Inclusion Policy

Our high-quality teaching is inclusive by design:

- Teaching is differentiated to meet diverse learning needs and styles
- Teaching materials and examples reflect diversity across all protected characteristics
- Teaching actively challenges stereotypes and promotes equality
- Teaching is culturally responsive and respects diverse backgrounds
- Teaching methods are adapted to ensure accessibility for disabled students
- Teaching creates a safe, respectful environment where all students can be themselves

5.2 Learner Passports

All students have a Learner Passport which is shared with teachers. The Learner Passport is a document that outlines students' strengths and difficulties, with suggested strategies for teachers to best support their learning. Inclusion Policy

Learner Passports are enhanced to capture:

- Students' strengths, interests, and aspirations
- Learning needs and preferred learning styles
- Relevant protected characteristics and any specific support needs related to them
- Reasonable adjustments required for disabled students
- Communication preferences and needs
- Cultural, linguistic, or religious considerations
- Preferred name and pronouns (particularly important for transgender students)
- Any experiences of discrimination or bullying and how to support the student
- Strategies that work well for the individual student

Learner Passports are:

- Co-created with students (and parents/carers where appropriate)
- Reviewed termly and updated as needed

- Shared with all staff teaching the student (with appropriate confidentiality)
- Used to inform planning, teaching, and support

5.3 Wave 1: Universal Support (Quality First Teaching)

Teachers will take steps to provide appropriately differentiated learning opportunities that will aid students' academic progression and enable teachers to better understand the provision and teaching style(s) that best meets the students' needs. The teaching and learning for all students are regularly reviewed. This includes giving teachers access to a range of strategies to identify and support students. We consider this to be Wave 1: Universal support, with every teacher being responsible and accountable for the progress and development of all students they teach. Inclusion Policy

Wave 1 support includes:

- Differentiated learning objectives and success criteria
- Varied teaching methods to suit different learning styles
- Use of visual, auditory, and kinaesthetic approaches
- Scaffolding and modelling
- Regular formative assessment and feedback
- Inclusive language that respects all identities
- Diverse representation in teaching materials and examples
- Proactive reasonable adjustments for disabled students
- Culturally responsive teaching that values all backgrounds
- Challenge to stereotypes and promotion of equality

5.4 Curriculum and Enrichment

At Physis Academy we support inclusion by providing a curriculum designed to reflect different cultures, religions, and races and one which is challenging and provides enrichment. Inclusion Policy

Our inclusive curriculum:

Represents Diversity:

- Reflects diverse cultures, religions, ethnicities, and races
- Includes representation of LGBTQ+ people and families
- Includes representation of disabled people in positive, non-stereotypical ways

- Shows diverse family structures (single parents, same-sex parents, extended families, etc.)
- Includes women and girls in leadership and non-traditional roles
- Represents people of all ages and life stages

Teaches About Equality:

- Explicitly teaches about all nine protected characteristics
- Teaches about discrimination, prejudice, and stereotypes
- Teaches about equality, diversity, and human rights
- Develops critical thinking about bias and fairness
- Empowers students to challenge discrimination

Challenges Stereotypes:

- Use teaching and learning materials that reflect a range of social and cultural backgrounds, without stereotyping Inclusion Policy
- Actively challenges gender stereotypes
- Challenges racial and ethnic stereotypes
- Challenges stereotypes about disability
- Challenges stereotypes about LGBTQ+ people
- Challenges stereotypes about religion and belief

Is Accessible:

- Have a curriculum that allows for a range of different learning styles Inclusion Policy
- Adapted for students with SEND through differentiation and reasonable adjustments
- Accessible to EAL students through language support and scaffolding
- Culturally relevant and responsive to diverse students
- Provides appropriate challenge and enrichment for all abilities

5.5 Wave 2: Targeted Support

Students may also be supported through targeted support by key teachers, members of the Senior Leadership Team and Quantum Leap Programme (QLP) Lead. Intervention

programs may also be used to support students with learning difficulties or to target gaps in learning and skills or EAL. Inclusion Policy

Targeted support may include:

- Small group or 1:1 intervention for specific learning needs
- EAL support to develop English language skills
- Literacy or numeracy interventions
- Social and emotional support
- Specific support for students experiencing discrimination or bullying
- Catch-up support for students who have missed learning (e.g., due to pregnancy, illness, religious observance)
- Mentoring or counselling for students facing challenges related to their identity or protected characteristics
- Support to develop confidence and self-advocacy for students from marginalised groups

All targeted support:

- Is evidence-based and regularly reviewed for impact
- Is delivered by trained staff
- Complements, not replaces, quality first teaching
- Is culturally responsive and appropriate
- Respects students' identities and protected characteristics

5.6 Behaviour and Wellbeing Support

We also provide a consistent approach to understanding and supporting behaviours and address racism, sexism and bullying as necessary. Inclusion Policy

Our approach to behaviour and wellbeing:

Is Proactive:

- Uses Emotion Coaching to understand behaviour
- Addresses root causes, including experiences of discrimination or trauma
- Creates a safe, inclusive environment where all students feel they belong
- Teaches social and emotional skills

- Promotes positive relationships and respect for diversity

Addresses All Forms of Discrimination:

- Takes a zero-tolerance approach to discrimination, bullying, and harassment related to any protected characteristic
- Addresses racism, sexism, homophobia, biphobia, transphobia, disablism, religious discrimination, and all other forms of prejudice
- Responds swiftly and effectively to incidents
- Supports victims and holds perpetrators accountable
- Educates to prevent future incidents

Monitors for Disproportionality:

- Monitors behaviour data by protected characteristics
- Identifies any disproportionate use of sanctions for particular groups
- Takes action to address any disproportionality
- Ensures behaviour policies and practices do not discriminate

5.7 Parental and Stakeholder Engagement

We ensure to involve parents/carers and other stakeholders through termly meetings and regular communication via phone or email. Inclusion Policy

We engage parents/carers inclusively by:

- Communicating in accessible formats (different languages, large print, easy read, etc.)
- Respecting diverse family structures (using inclusive language like "parents/carers")
- Being culturally sensitive in our communication and engagement
- Providing translation or interpretation where needed
- Offering flexible meeting times to accommodate work, caring responsibilities, or religious observance
- Working sensitively with parents/carers who may have protected characteristics themselves (e.g., disabled parents)
- Prioritising the student's wellbeing where there are conflicts between student and parent/carer views (e.g., regarding gender identity or sexual orientation)

5.8 Creating an Inclusive Environment

All staff at Physis Academy ensure that students: Inclusion Policy

- Feel secure and know their contributions are valued Inclusion Policy
- Appreciate and value the differences they see in others Inclusion Policy
- Take responsibility for their own actions Inclusion Policy
- Are taught in very small groups that allow them all to experience a high level of support and success Inclusion Policy
- Have challenging targets and high expectations that enable them to succeed Inclusion Policy
- Are encouraged to participate fully, regardless of disabilities or medical needs Inclusion Policy

We also ensure:

- Students can be their authentic selves without fear of discrimination or judgment
- All identities are respected and celebrated, including gender identity, sexual orientation, race, religion, disability, and all other protected characteristics
- Inclusive language is used by all staff and students (e.g., correct names and pronouns, avoiding assumptions about families or relationships)
- Physical spaces are accessible to disabled students and include gender-neutral facilities where appropriate
- Visual displays represent diversity across all protected characteristics
- Discriminatory language or behaviour is challenged immediately and consistently
- Diversity is celebrated through events, assemblies, and curriculum
- Students have role models who reflect their identities

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6. Monitoring Inclusion

6.1 Responsibility for Monitoring

Every staff member is responsible for inclusion. Inclusion Policy. However, specific monitoring responsibilities are assigned as follows:

- **Headteacher**: Overall responsibility for equality and inclusion, reporting to governors
- **SENDCo**: Monitoring SEND provision, reasonable adjustments, and disability equality
- **Designated Teacher for Looked-After Children**: Monitoring outcomes for looked-after children
- **EAL Coordinator**: Monitoring support for EAL students
- **All Teachers**: Monitoring progress and inclusion of students they teach
- **Governing Body**: Strategic oversight, reviewing equality data and objectives

6.2 Monitoring Strategies

To ensure we are successful the following strategies will be used: Inclusion Policy

Academic Progress and Attainment:

- Regular tracking and monitoring of student attainment through termly target setting and review in all subjects Inclusion Policy
- Analysis of attainment and progress data by protected characteristics to identify any equality gaps (where numbers allow and with appropriate data protection)
- Identification of any disproportionate outcomes for particular groups
- Targeted interventions where gaps are identified

Individual Student Monitoring:

- Termly review of Learner Passports
- Termly Personal Education Plan (PEP) meetings for looked-after children
- Annual reviews of students with an Education Health and Care Plan (EHCP)
- Regular review of reasonable adjustments for disabled students

Teaching and Learning Quality:

- Lesson observations Inclusion Policy with a focus on inclusive practice
- Monitoring of teaching and learning including looking at student's work
- Formative and summative teacher assessment
- Review of curriculum materials for diversity and representation
- Monitoring of teaching for unconscious bias or stereotyping

Student and Parent Voice:

- Student voice Inclusion Policy - specifically capturing experiences of students with different protected characteristics
- Parent/carer voice Inclusion Policy - including diverse families
- Student surveys on inclusion, safety, and belonging
- Focus groups with students from specific groups (e.g., LGBTQ+ students, disabled students, students from minoritised ethnic backgrounds)

Equality-Specific Monitoring:

- Monitoring of discrimination, bullying, and harassment incidents by type and protected characteristic
- Analysis of patterns and trends in incidents
- Monitoring of how incidents are addressed and resolved
- Monitoring of behaviour and exclusions data by protected characteristics to identify any disproportionality
- Monitoring of participation in enrichment activities by protected characteristics
- Monitoring of reasonable adjustments - are they being identified, implemented, and effective?
- Monitoring of outcomes for specific groups (e.g., EAL students, looked-after children, LGBTQ+ students)

6.3 Using Monitoring Data

Monitoring data will be used to:

- Identify equality gaps and barriers to inclusion
- Inform action planning to address gaps
- Evaluate the impact of interventions and initiatives
- Celebrate successes and share good practice
- Review and update policies and practices
- Report to governors on equality and inclusion (termly)
- Inform equality objectives (reviewed annually)
- Demonstrate compliance with the Public Sector Equality Duty

6.4 Reporting and Accountability

- Termly reports to governors on equality monitoring, including attainment gaps, incident data, and progress towards equality objectives
- Annual review of equality objectives with governors
- Publication of equality information (as required by law)
- Regular communication with parents/carers about inclusion initiatives
- Student-friendly reporting so students understand how their voice has influenced practice

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7. Identification of Students

7.1 Early Identification

Physis Academy recognises the significance of early identification of students with Special Educational Needs and Disability (SEND), English as an additional language (EAL) needs or students of higher ability and work closely with other professionals involved with students.

We also recognise the importance of early identification of:

- Students who may need reasonable adjustments due to disability
- Students experiencing discrimination or bullying related to protected characteristics
- Students who may need specific support related to their protected characteristics (e.g., transgender students, pregnant students, students from minoritised ethnic or religious backgrounds)
- Students with intersecting protected characteristics who may face compounded barriers

7.2 Identification Process

The SENDCo, teachers and key teachers are all involved in identifying students.

Identification may occur through:

- Information from previous settings
- Baseline assessments
- Ongoing formative assessment
- Teacher observations
- Student self-disclosure or requests for support

- Parent/carer information
- Information from external agencies
- Monitoring data showing underachievement or disengagement
- Reports of discrimination or bullying

When identifying needs related to protected characteristics, we:

- Respect student confidentiality and only share information on a need-to-know basis
- Involve the student in decisions about what information is shared and with whom
- Prioritise the student's safety and wellbeing
- Work sensitively with parents/carers, recognising that they may not always be supportive (e.g., of a student's gender identity or sexual orientation)
- Seek specialist advice where appropriate

7.3 Information Sharing

Information relating to students is shared with all staff, including agency teachers through their Learner Passport. Inclusion Policy

Information sharing respects:

- **Confidentiality** - only sharing what staff need to know to support the student effectively
- **Student consent** - particularly for sensitive information about protected characteristics
- **Data protection** - complying with GDPR
- **Dignity and privacy** - not "outing" students or sharing information that could lead to discrimination

Staff are trained on:

- What information should be shared and with whom
- How to handle sensitive information about protected characteristics
- The importance of using correct names and pronouns
- Confidentiality and data protection

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8. Supporting Students with Protected Characteristics

This section provides specific guidance on supporting students with different protected characteristics. All staff must be familiar with this guidance and apply it in their practice.

8.1 Age

Our students are aged 11-18. We recognise that age and developmental stage affect learning needs and that students of different ages require different approaches.

How we support students of different ages:

- Provide age-appropriate differentiation in teaching and resources
- Ensure success criteria are developmentally appropriate
- Provide scaffolding appropriate to age and stage
- Support transitions between key stages and to post-16 education/training
- Ensure enrichment activities are age-appropriate
- Monitor outcomes by age to identify any age-related gaps

Transition support:

- Transition planning begins early and involves the student, parents/carers, and receiving setting
- Information about protected characteristics and support needs is shared sensitively with the receiving setting (with appropriate consent)
- Students are prepared for transition through visits, information, and emotional support

8.2 Disability

We are committed to full inclusion of disabled students and to making reasonable adjustments to ensure they are not substantially disadvantaged.

Our approach to disability inclusion:

Reasonable Adjustments:

Under the Equality Act 2010, we have a legal duty to make reasonable adjustments for disabled students. Reasonable adjustments are anticipatory (we plan ahead) and individualised (tailored to each student).

Examples of reasonable adjustments we make:

For students with learning disabilities (e.g., dyslexia, dyscalculia, general learning difficulties):

- Simplified or adapted written materials
- Additional time for tasks and assessments
- Use of assistive technology (text-to-speech, speech-to-text, spell-checkers)
- Multisensory teaching approaches
- Chunking of information and tasks
- Visual supports and graphic organisers
- Reduced literacy demands where appropriate
- Alternative recording methods (audio, scribe, typing)
- Modified success criteria

For students with communication and interaction needs (e.g., autism, speech and language difficulties):

- Visual timetables and schedules
- Clear, concrete language
- Advance notice of changes
- Social stories and scripts
- Quiet spaces for regulation
- Modified group work expectations
- Communication aids (PECS, AAC devices)
- Pre-teaching of vocabulary and concepts
- Explicit teaching of social skills

For students with sensory and/or physical needs (e.g., visual impairment, hearing impairment, physical disabilities):

- Adapted materials (large print, braille, audio)
- Assistive technology (screen readers, hearing aids, FM systems)
- Physical adaptations to environment
- Alternative recording methods
- Accessible seating and positioning

- Support with practical tasks
- Modified PE/practical activities
- Specialist equipment

For students with social, emotional, and mental health needs:

- Emotion Coaching approach
- Flexible approach to behaviour management
- Safe spaces and time-out options
- Reduced sensory demands
- Modified expectations during difficult periods
- Access to counselling or therapeutic support
- Trauma-informed practice
- Consistent, predictable routines

SEND Support:

Our SEND provision is detailed in our SEND Policy. Key features include:

- Early identification and assessment
- Learner Passports outlining needs and strategies
- Differentiated teaching and learning
- Targeted interventions
- Regular review and monitoring
- Multi-agency working
- EHC Plans for students with complex needs
- Annual Reviews

Accessibility:

Our Accessibility Plan (reviewed annually) sets out how we:

- Improve physical access to the school
- Improve access to the curriculum
- Improve access to information

Monitoring:

We monitor outcomes for disabled students to ensure:

- They are making expected or better progress
- Reasonable adjustments are effective
- They are not disadvantaged in any aspect of school life
- Any gaps in outcomes are identified and addressed

See Appendix 2 for more examples of reasonable adjustments.

8.3 Gender Reassignment

We are committed to supporting transgender students and students exploring their gender identity. We recognise that gender identity is a protected characteristic and that transgender students must be protected from discrimination.

Our approach to supporting transgender students:

Respecting Identity:

- We use students' chosen names and pronouns at all times, as requested by the student
- We update school records to reflect the student's affirmed name and gender (with appropriate consent and in line with data protection)
- We respect confidentiality about the student's gender identity and do not "out" them without their consent
- We recognise that gender identity is personal and students may be at different stages