

Inclusion Policy



Approved by:

The Board of
Governors

Date: 31st of August 2026

Last reviewed on:

1st September 2025

Next review due by:

1st August 2027

Grounding Statement

At Eden Park Academy, we are committed to upholding the biblical principles that form the foundation of our Seventh-day Adventist faith. We believe every individual is created in the image of God (Genesis 1:27) and has inherent worth and dignity.

Inclusion at Eden Park Academy extends to all pupils, families, and staff, encompassing diverse needs, backgrounds, and circumstances. This includes, but is not limited to:

- Pupils with disabilities or special educational needs (SEND).
- Pupils from varied racial, cultural, or socioeconomic backgrounds.
- Pupils with different languages, family structures, or lived experiences.
- Pupils who experience challenges related to identity, relationships, or other personal factors.

Our approach to inclusion is firmly rooted in the Edenic ideal as established by God at creation, where human relationships are designed to reflect His love, purpose, and order.

The Bible clearly teaches that marriage is a covenant between one man and one woman, established by God as the appropriate context for sexual intimacy (Genesis 2:24, Matthew 19:4-6). This ideal reflects God's intention for human relationships and remains central to the ethos of Eden Park Academy. While we affirm this biblical standard, we also recognise that we live in a world marred by sin, where desires, identities, and relationships may deviate from God's original plan.

In response, we seek to follow the example of Jesus Christ, who balanced unwavering commitment to truth with deep compassion for individuals. He ministered to people with grace and understanding, offering redemption, hope, and restoration. As a school, we are committed to extending this same love and care to all members of our community while maintaining faithfulness to biblical teaching.

We acknowledge the legal obligations of schools in the UK to ensure equality, fairness, and access for all, including individuals with diverse experiences and perspectives. However, our policies, curriculum, and practices are shaped by our faith, reflecting our belief that the ultimate purpose of education is to nurture individuals in the love and knowledge of God.

At Eden Park Academy, we embrace our calling to be both faithful to God's Word and compassionate to all, creating an environment where every pupil can thrive academically, socially, and spiritually. In Christ, we welcome all to experience His love, dignity, and

restoration, while adhering to the principles of our faith and the biblical vision of human flourishing.

1. Legal Framework

This policy is guided by the following legislation and statutory guidance:

- *Equality Act 2010*
- *Children and Families Act 2014*
- *SEND Code of Practice 2015*
- *Human Rights Act 1998*
- *Keeping Children Safe in Education 2025*

Policies such as the **Examinations Policy**, **Anti-Bullying Policy**, **Behaviour Policy**, and **Supporting Children with Disabilities Policy** guide our inclusive practices.

We ensure compliance with these laws while maintaining the distinct ethos and values of Eden Park Academy as a Seventh-day Adventist institution.

2. Aims of the Policy

The aims of this policy are to:

1. Provide an inclusive environment that values every pupil's individuality and potential.
2. Ensure equitable access to high-quality education for all pupils, regardless of their circumstances or needs.
3. Support pupils with SEND, EHCPs, and specific healthcare needs through targeted interventions and industry-standard support.
4. Foster an environment of respect, dignity, and understanding across the school community.
5. Implement effective strategies and reasonable adjustments for all pupils with additional needs.

3. Definitions of Inclusion

Inclusion at Eden Park Academy means ensuring that every pupil can access opportunities for academic, social, and spiritual development, regardless of:

- Special Educational Needs or Disabilities (SEND)
- Gender or gender identity
- Racial or ethnic background
- Religion or belief
- Family circumstances

- Socioeconomic status

4. Implementation

- Biblical Perspective: We uphold the Edenic ideal as reflected in Genesis 2:24 and Matthew 19:4-6, while extending Christ-like love and compassion to all.
- Commitment to All: Inspired by Christ's example, we welcome every pupil with dignity, treating their unique needs and experiences with care and understanding.

4.1 Admissions

- Eden Park Academy is open to all pupils who align with the school's values and ethos.
- We do not discriminate against applicants on the grounds of disability, race, or any other protected characteristic. Reasonable adjustments are made to support pupils with specific needs during the admissions process.

4.2 Curriculum and Teaching

- Teachers employ differentiated teaching strategies to meet diverse learning needs.
- Individual Education Plans (IEPs) are developed for pupils requiring targeted interventions.
- Pupils with EHCPs or healthcare plans receive personalised support tailored to their specific needs, including assistive technologies such as text-to-speech and speech-to-text tools.
- Reasonable adjustments are made in line with the Examinations Policy, ensuring fair access to assessments. targeted support through Individual Education Plans (IEPs) where appropriate.

4.3 Pastoral Care

- Pastoral care is at the heart of Eden Park Academy 's approach, ensuring that every pupil feels safe, valued, and supported.
- Pupils with additional needs or vulnerabilities are given access to tailored support, including counselling, mentoring, and external specialist services when necessary.

Our holistic support network, including:

- Chaplaincy: Providing spiritual guidance and pastoral care to all pupils.
- Play Therapy: Supporting pupils with emotional or developmental needs.
- Behaviour Development Support: Helping pupils with behavioural challenges through targeted interventions.
- Psychological Services: Offering professional assessments and therapeutic support for mental health and well-being.

4.4 Behaviour and Anti-Bullying

- The school promotes respect and kindness in all relationships, encouraging pupils to treat others with dignity, as taught in Matthew 7:12 (“Do unto others as you would have them do unto you”).
- Bullying, harassment, or discriminatory behaviour will not be tolerated and is addressed through our **Anti-Bullying Policy** and pastoral procedures.

4.5 Supporting Pupils with EHCPs and Healthcare Plans

- Pupils with EHCPs or healthcare plans are supported by personalised strategies developed in collaboration with families, healthcare professionals, and relevant agencies.
- Regular reviews ensure that support remains effective and responsive to changing needs.

4.6 Reasonable Adjustments and Accessibility

- **Examination Access and Adjustments:** In accordance with the **Examinations Policy**, JCQ access arrangements and reasonable adjustments are implemented for pupils who require them. This includes extra time, accessibility technology, scribes, readers, and practical assistance, etc. to ensure fair access to assessments.
- Reasonable adjustments are made to ensure that pupils with disabilities or additional needs can fully participate in school life, including physical access, learning materials, and assistive technologies.
- Regular reviews are conducted to assess and improve the school’s Accessibility Plan.

4.7 Staff Training

- Staff receive regular training on inclusion, equality, and SEND, equipping them to create an inclusive learning environment that aligns with both faith-based and legal requirements.

4.8 Parental Involvement

- Parents and carers are key partners in the education of their children. The school actively involves families in decision-making processes, ensuring their views are heard and respected.

6.1. Supporting Pupils with EHCPs and Healthcare Plans

- Pupils with EHCPs or healthcare plans are supported by personalised strategies developed in collaboration with families, healthcare professionals, and relevant agencies.
- Regular reviews ensure that support remains effective and responsive to changing needs.

6.2. Safeguarding and Anti-Bullying

- The **Safeguarding and Child Protection Policy** underpins all inclusion efforts, ensuring a safe and nurturing environment.
- The **Anti-Bullying Policy** addresses discriminatory or exclusionary behaviours, fostering a culture of respect and kindness.

6.3 Staff Training

- Staff receive training to understand and implement inclusive practices, including managing SEND, healthcare plans, and behavioural needs.
- Training covers the effective use of assistive technologies and strategies for differentiation.

6.1 Biblical Compassion

Eden Park Academy adheres to the biblical teaching on marriage and sexuality, as outlined in Genesis 2:24 and reaffirmed by Jesus in Matthew 19:4-6. These teachings inform our policies, relationships, and approach to education. We recognise that, in a fallen world, individuals may experience desires, identities, or family structures that deviate from the biblical ideal. Our response is rooted in Christ-like love, ensuring that all pupils are treated with respect, dignity, and fairness.

7. Monitoring and Review

- This policy is reviewed annually by the Senior Leadership Team and the Governing Body to ensure it remains effective and compliant with relevant laws.
- Feedback from pupils, parents, and staff is sought to inform updates and improvements.

Related Policies

This policy complements and is supported by the following school policies:

1. **Anti-Bullying Policy:** Addressing and preventing bullying.
2. **Behaviour Policy:** Promoting respect and inclusivity.

3. **Examinations Policy:** Implementing JCQ access arrangements and reasonable adjustments.
4. **Supporting Children with Disabilities Policy:** Ensuring equality of access and participation.
5. **Safeguarding and Child Protection Policy:** Protecting the well-being of all pupils.