

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Human Rights Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education (School Performance Information) (England) Regulations 2001
- Education Act 2002
- Gender Recognition Act 2004
- Equality Act 2010

### **Linked Policies and documentation**

- Equality Act 2010: Advice for Schools (DfE)
- SEND Code of Practice 2014
- Children and Families Act 2014
- Early Years Foundation Stage Statutory Framework 2017 School's Policies and Procedures on Behaviour and Discipline
- Special Educational Needs

The Montessori curriculum, when properly implemented, is fully inclusive, and inclusion has always been put into practice at this school where it is an important component in our culture, the onus being is on social cohesion through genuine diversity. We aim to provide places for all pupils who express a desire to join this school. Through our Montessori professional contacts, we can access advice on how to adapt or diversify the curriculum to engage children who may have differing learning needs or styles.

We believe that we are an inclusive school as we are concerned about the teaching and learning, achievements, attitudes, contributions and well-being of all our pupils. We value each child as a unique individual and we work hard to meet the needs of all our children. Respect for differences is implicit. In the words of one child to another (with sensory and learning difficulties whereby he was unable to communicate with words) 'I don't like you... I LOVE you!'

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children from both sexes;

- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents. We expect to work with each child, their families and any other individuals or agencies who can help us to adapt our provision to best support the needs of the child, to identify barriers to learning and to remove these.

We expect to disseminate information and training regarding children's differing needs and inclusive practices through observations and frequent discussion with colleagues and parents and carers.

We want all our pupils to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils.

We aim to ensure that all pupils have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met.

We believe we have a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

For the benefit of all pupils we wish to work closely with the health service, social care, the learning and behaviour support team, and the education social worker.

We wish to work closely with our community of parents and colleagues and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality.

**Brighton & Hove Montessori Ltd, 67 Stanford Avenue, Brighton, BN1 6FB, 01273 702485**

**[www.brighton-montessori.org.uk](http://www.brighton-montessori.org.uk) [info@brighton-montessori.org.uk](mailto:info@brighton-montessori.org.uk)**

**Company registered in England & Wales no. 4865322 The Montessori Schools Foundation, Charity No. 1106446**

**Registered offices: 67 Stanford Avenue, Brighton, BN1 6FB**

## Aims

- To provide places for all pupils who have expressed a desire to join this school.
- To give all girls and boys regardless of their age, special educational needs, ethnicity, attainment and background the right to learn together.
- To ensure all children are treated fairly and that their individual needs are met.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with the local authority and any other relevant individuals or agencies to share good practice in order to improve this policy.

## The Headteacher has overall Responsibility for the Policy and Procedure and is the main coordinator

this includes:-

- Creating and maintaining a positive school ethos where all individual needs are addressed and strengths celebrated;
- ensuring all school personnel, pupils, parents and visitors to the school are aware of and comply with this and all related policies
- responsibility for monitoring the educational achievement of all the above groups;
- responsibility for ensuring that statutory responsibilities are met;
- responsibility for ensuring that the school complies with all equalities legislation;
- to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding will support this policy where this can be applied for;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.
- ensuring good lines of communication and strong links with parents and outside agencies are in place;
- record all incidents of bullying, harassment and racism;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- consider Inclusion being a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy; and assess the impact of this policy.

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## **Role of School Personnel**

School personnel will:

- comply with and implement this policy;
- take into account the abilities of all pupils with work being differentiated to fit the needs of everyone;
- use a variety of interactions and teaching and learning strategies to deliver a broad and balanced curriculum;
- create a positive classroom environment by having high expectations, encouraging pupils, involving pupils, and respecting their feelings;
- assist in the monitoring and tracking of pupils;
- work closely with any inclusion coordinator, assessment coordinator and outside agencies;

Devise and monitor:

- individual education plans
  - pastoral support programmes
  - personal education plans
- 
- ensure special educational needs pupils have the correct support they require to address their specific needs;
  - ensure disabled pupils take a full part in all school activities both on and off the school site, ensuring Risk Assessments take proper account of all needs and impairments,
  - ensure pupils with behavioural needs have their own pastoral support programme;
  - ensure pupils with English as an additional language are supported as needed;
  - ensure pupils who are gifted and talented are identified and that their needs are met;
  - ensure the needs of all new arrivals are identified and the appropriate support is allocated.

## **Role of Pupils**

Pupils will be aware of and comply with this policy and help to make new arrivals welcome to the school.

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus/ website;
- the Staff Handbook;

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- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- school events;
- meetings with school personnel;
- communications with home such as newsletters;

## Training

All school personnel:

- have equal chances of training, career development and promotion + receive training on induction which specifically covers:
  - All aspects of this policy
  - Special Educational Needs
  - Pupil Behaviour and Discipline
  - Equal opportunities
  - Inclusion
- receive induction and periodic training so that they are kept up to date with new information

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy and procedure it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher.

## Linked Policies

- Behaviour and Discipline
- Special Educational Needs

<b>Headteacher:</b>	Daisy Cockburn	<b>Date:</b>	January 2017
<b>Headteacher:</b>	Daisy Cockburn	<b>Date:</b>	July 2017

<b>Headteacher:</b>	Daisy Cockburn	<b>Date:</b>	September 2018
<b>Headteacher:</b>	Daisy Cockburn	<b>Date:</b>	January 2020

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