

Policy name: SEND and Inclusion

Date: November 2019

Reviewed on (date): Nov 2020, Sept 2021, March 2022

Review due: March 2023

Responsible person: Daisy Cockburn Headteacher/SENCo

Gerry Oliver Deputy SENCo

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 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 and respect 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 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 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, learning and behaviour support teams, and education social workers.

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.

Aims

- 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 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.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- 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

SENCo and Deputy SENCos Responsibilities

- 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 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; such as inclusion funding and any other funding which the child requires.
- responsibility for ensuring this policy and all policies are maintained and updated regularly;

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- 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;
- recording of all incidents of bullying, harassment and racism;
- guidance and support to all staff;
- training for all staff on induction and when the need arises;
- keeping up to date with new developments and resources;

Role of all School Staff

- 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 or assessment coordinator and outside agencies;

Devise and monitor:

- individual education plans (IEPs)
- pastoral support programmes
- Educational Health Care Plans together with BHISS
- 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.

Training

All school personnel have equal chances of training, career development and promotion + receive guidance and training as needed with regard to:

- Special Educational Needs to meet the specific needs of certain children
- Pupil Behaviour and Discipline (following on from Behaviour Management Procedures)
- Keeping up to date with new information

Linked Policies and other documentation and legislation include:

Behaviour and Discipline

Accessibility Plan

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

SEND Code of Practice 2014

Children and Families Act 2014

Early Years Foundation Stage Statutory Framework

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