

SEND and Inclusion Policy



**Brighton & Hove
Montessori School**

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| Approved by: | Gerry Oliver | Date November 2019 |
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| Last reviewed on: | March 2024 |
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| Next review due by: | March 2025 |
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| Responsible Person: Gerry Oliver Head of School / SENCO |
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Brighton & Hove Montessori Ltd, 67 Stanford Avenue, Brighton, BN1 6FB, 01273 702485

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

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

At the Brighton & Hove Montessori School, the Montessori curriculum, embraces a comprehensive approach to inclusion, a principle deeply ingrained in the fabric of our school culture. Fostering social cohesion through genuine diversity is a fundamental aspect of our mission. Our commitment is to welcome all children expressing an interest in joining our school community.

Drawing upon our extensive network of Montessori professionals, we possess the resources to seek guidance on tailoring the curriculum to accommodate diverse learning needs and styles. This enables us to adapt and diversify our educational approach to ensure an enriching experience for every child.

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 children. 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

We work hard to offer equality of opportunity and diversity to all children within our school who have Special Educational Needs;

- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- SEND children are just as likely to be trans or gender exploring as any other child in the school and will be supported accordingly.
- 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 children to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all children.

For the benefit of all children 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

- Our goal is to foster a positive and secure school environment through top-notch pastoral care. By actively listening to the concerns of both children and parents, we strive to collaborate with families, as well as

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relevant individuals or agencies, to tailor our support to each child's unique needs. Together, we work to identify and eliminate barriers to learning, ensuring a happy, healthy, and safe educational experience.

- We aim to ensure that all children 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 staff, children, parents and visitors to the school are aware of and comply with this and all related policies

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;
- 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 children 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 children, involving children, and respecting their feelings;
- assist in the monitoring and tracking of children;
- 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 children have the correct support they require to address their specific needs;

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- ensure disabled children 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 children with behavioural needs have their own pastoral support programme;
- ensure children with English as an additional language are supported as needed;
- ensure children 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 staff have equal chances of training, career development and promotion, and receive guidance and training as needed with regard to:

- Special Educational Needs to meet the specific needs of certain children
- 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 Policy
 Equality and Diversity Policy
 Child Mental Health & Wellbeing Policy
 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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