



The Pier Head Preparatory Montessori School

3 Shadwell Pier Head, Glamis Road, Wapping, London, E1W 3TD

TEL: 0207 481 0202 EMAIL: thepierheadprep@yahoo.co.uk

INCLUSION POLICY

Opening Statement

The Pier Head Preparatory Montessori School is dedicated to safeguarding and promoting the welfare of its pupils: our policies and practices encompass the needs of all our children from early years all the way to Y6 across all aspects of school life including out of school provision with school trips.

It is the duty of all members of staff, both teaching and non teaching, to play an active role in ensuring that each child's needs are met.

In our school we value each child as an individual and we provide an inclusive environment in which they can learn. We follow the child who is at the centre of all our learning.

AIMS

Our school is an inclusive school.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We have equality through opportunity to learn and experience through the curriculum and extra activities with PE, Shadwell Basin and an inclusive programme for all children once they are 5 and St George's Swimming pool, once they are 4 year old.

The National Curriculum, EYFS and Montessori are key parts in planning our curriculum that meets the specific needs of individuals and groups of children.

We meet these needs through

- Setting suitable learning challenges.
- Responding to children's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions

- Do all our children achieve their best?
- Are there difference in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best.
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Introduction

Admission to The Pierhead Prep for pre school, reception, lower and upper prep is on a first come first served basis. It is expected that the school will maintain and improve, the education and general standards for all its pupils commensurate with the ethos to which the head aspires. At the Pier Head prep our policy is to apply this criteria to all pupils regardless of any disability of which we are aware. The parents and head teacher would then decide the right approach through listening to parents, identifying children's needs, through observations and assessments we would



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then see if the child needed a EHC assessment and closely liaise with the parents to explain what happens and then if finally if appropriate we work in close liaison with outside agencies supporting the child. e.g. physiotherapists, educational psychologist. With the correct information we would then see what adjustments are needed.

Mission Statement:

The Pier Head Prep Setting is committed to developing policies and practice which promote inclusion for all our children, parents, staff and visitors. We believe that all children, wherever possible, have a right to a high quality early years education in the area where they live. In celebrating diversity and difference in our community, we aim to welcome all children and their families.

Physical layout of School

The Head Teacher has looked at the layout of the school with consideration to access for pupils with physical disabilities. Even though the school is situated on the 1st we have the provision of a lift, so we have wheelchair access to the classrooms and bathrooms.

Classroom Practice

The Pier Head Prep make adjustments for children with any AEN. (SEND) For example children with dyslexia, we take a multi-sensory approach to teaching and the giving of instructions. Help for children with visual impairment would be made possible by positioning them close to the front of the class and providing written materials with larger font size. Staff would be prepared to use radio microphones for use with any child having a significant hearing loss.

Role of Inclusion Coordinator - Julie McCormick

- Updating the inclusion policy.
- Monitoring and assessing inclusive provision.
- Identifying children's barriers to learning and providing staff with appropriate strategies.
- Sharing inclusive expertise with classroom teachers and TAs.
- Working with coordinators to purchase appropriate resources.
- Organising appropriate training.
- Line management of teaching assistants.
- Assisting in child protection procedures

Role of Class Teachers and TA,s

It is the responsibility of the class teacher to:

- Provide an atmosphere that reflects the cultural ethos of the school.
- Proactively identify additional educational needs and setting personalized targets.
- Ensure that all children have access to a broad and balanced curriculum.
- Differentiate tasks and select strategies that support the learning of all children.
- Discuss specific strategies used with these pupils at parents evenings

Role of Parents

The knowledge, views and first hand experience parents have regarding their children is highly valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress



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Review:

This policy will be reviewed regularly. The date of the next review is July 2019. We will reflect upon our practice in considering the effectiveness of our policy, looking at intake and progress of children, staffing and parental involvement. If we feel that our policy needs to be changed (e.g. in light of new legislation), we will seek to amend it as necessary, seeking support as appropriate. We welcome feedback on this policy and its implementation from parents and all others involved in The Pier Head Prep School.

Summary

At The Pier Head Prep School we make sure all children feel secure and know that their contributions are valued, we appreciate and value the difference they see in others, use materials that reflect a range of social and cultural backgrounds, without stereotyping, we have a common curriculum experience that allows for a range of different learning styles, we ensure that the children can participate fully, regardless of disabilities or medical needs. The child is always placed at the centre of everything we do.

SIGNED: MISS EMMA KOHL

Date: