



**The Maria Montessori Training Organisation  
trading as  
The Maria Montessori Institute**

## **Inclusion Policy**

### **Introduction**

At the Organisation we value the individuality of all students. We are committed to giving everyone the opportunity to achieve the highest of standards and to ensure that this happens regardless of age, gender, ethnicity, attainment, or background.

### **Aims and objectives**

Our Organisation aims to be an inclusive Organisation. This means that equality of opportunity must be a reality for the students. We make this a reality through the attention we pay to the different groups of students within our Organisation:

- Students from minority ethnic and faith groups;
- Students who need support to learn as they have English as an additional language;
- Students with special educational needs;
- Gifted and talented students;
- Any students who are at risk of disaffection or exclusion.

The Montessori Principles are our starting point for planning a curriculum that meets the specific needs of individuals and groups of students. We do this through:

- Identifying the individual needs of each student.
- Setting specific learning goals where needed to respond to the individual student's learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students
- Suggesting other opportunities in addition to and outside the AMI Diploma curriculum to meet the needs of individuals or groups of students. (This includes advising the student of possible speech and language therapy) for example:

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

- Do all our students achieve as much as they can?
- Are there differences in the achievement of different groups of students?
- What are we doing for those students who we know are not achieving their best?
- Are our actions effective?



In cases where we have tried many different courses of action with no real effect the Head of Training would recommend that the student seek professional testing to determine the cause of the problem.

Students on the 3—6 Diploma Course with a disability statement would be accepted for enrolment with the provision that if, at the end of first term interview it was found that the student was unable to keep up with the course work, the student would then transfer to the 2 (two) year programme.

### **Teaching and learning style**

(See also the Organisation policies on special educational needs, equal opportunities, and English as an additional language.)

We aim to give all the students in the Organisation the opportunity to succeed and reach the highest level of personal achievement. When planning their work, academic staff members take into account the abilities of all the students.

When the attainment of a student falls significantly below the expected level, academic staff members enable the student to succeed by planning work that is in line with that student's individual needs.

Where the attainment of a student significantly exceeds the expected level of attainment, academic staff members extend the breadth of work within the area or areas for which the student shows particular aptitude.

Academic staff members are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Academic staff members ensure that students:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate safely in clothing that is appropriate to their religious beliefs;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.



## **Students with disabilities**

Some students in our Organisation have disabilities and consequently need additional resources. The Organisation would like to be committed to providing an environment that allows students full access to all areas of learning. We are committed to making reasonable adjustments to enable a student to join us.

Academic staff members modify teaching and learning as appropriate. For example, they may give additional time to students with disabilities to complete certain activities. In their planning academic staff members ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Academic staff members ensure that the work for these students:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where students are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- is assessed using techniques that reflect their individual needs and abilities.

## **Summary**

At the Maria Montessori Institute the teaching and learning, achievements, attitudes and well-being of every student are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our students into account when planning for learning.

is committed to achieving equality of opportunity for all people who work and study at the Institute and recognises the requirements under the Equality Act 2010.

The Maria Montessori Institute will not tolerate any form of behaviour or activity that discriminates without proper justification on the grounds of gender, marital status, family responsibilities, sexual orientation, colour, race, nationality, religious belief, ethnicity, age and unrelated criminal convictions.

The Maria Montessori Institute seeks to employ staff and recruit students who reflect the diverse community at large, because we value the individual contributions of all people. We will treat all staff and students on our premises with respect and dignity and provide a working environment free from



unlawful discrimination, harassment or victimisation. To this end, within the framework of the law and best personnel practice, we are committed, wherever practicable, to achieving and maintaining a working environment which broadly reflects the international as well as local community.

No staff member, staff applicant, student or prospective student should be disadvantaged or treated less favourably because of conditions or requirements which cannot be justified and the Institute will seek to make reasonable adjustments to its arrangements and premises with a view to avoiding any substantial disadvantages for disabled people. Action will be taken to ensure that individuals are treated equally and fairly and that decisions on recruitment, selection, training, promotion, career management, career guidance and on the termination of employment or in the event of student dismissal, are based solely on objective and job/Course related criteria.

### **Action to Implement Policy**

It is the aim of the Institute to set an action plan containing explicit, measurable and achievable objectives and targets.

### **Responsibilities– Equal Opportunities**

Management, staff and students have personal responsibility for the practical application of the policy, which extends to the treatment of staff, students and through their contractual agreements with the Institute.

The Head of Training has overall responsibility for the operation of this policy.

The Head of Training will be responsible for the fair and adequate arrangements existing between students and the Courses, and for the effective handling and recording of all aspects of this relationship.

The Head of Training has a responsibility to ensure the policy is carried through effectively, by giving active support to the policy and ensuring that staff members and students understand and implement the policy. The Director of Training should encourage staff and students to bring to her attention of any instances of discrimination and ensure that all allegations are investigated with the assistance of the Steering Committee.

Disciplinary action will be taken against any staff or student who does not comply with these requirements.



## **Training - Equal Opportunities**

The responsibilities in relation to equal opportunities will be positively incorporated into training at all levels.

The policy will be made available to all staff and students including new employees.