



Shahid Mahdavi Educational Complex

Inclusion Policy

At SMEC we seek to ensure that all those who are admitted to the school will be able to benefit from the rounded education provided and be happy within the school community. We recognize our duty to embrace diversity and to work to overcome prejudice.

We have always aimed to provide a stimulating learning environment that is varied according to the age of the child and across the whole curriculum. We recognize that the curriculum is subject to imposed and developing change. When we accept that notion we are in a position to maximize individual potential and ensure that pupils of all ability levels and staff at differing stages in their career are well equipped to meet the challenges of education, work and life.

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills
- Providing a broad, balanced and relevant curriculum
- Using flexible and responsive teaching and learning styles
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society
- Developing a close partnership within and with the whole community, particularly, parents

We aim to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school. These groups include:

- Boys and girls
- Pupils from minority faiths and ethnicities
- Pupils who have English as an additional language (please refer to SMEC's language policy)
- Pupils who have Special Educational Needs
- Pupils who are gifted and talented
- Pupils who are looked after children
- Pupils who are at risk of disaffection or exclusion, sick children, children from families under permanent or temporary stress

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment



We aim to provide a happy, healthy and safe school by:

- Recognizing, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance, driven by the teachers
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

We should secure inclusive education for our pupils by constant review and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school? Are all our staff happy to be in school?

All members of our community are valued, can feel secure and are offered opportunities to learn.

Admission Policy

We seek to offer places to those whom we believe can contribute positively to the school community, and whom we can educate and safeguard within our own teaching, pastoral and learning support structure.

To balance the large number of applications with the school's limited space, we have a simple screening process in place. Children who are admitted to the school meet the school's entrance requirements. We have no formal test: instead the offer of a place will be conditional upon the applicant being screened for suitability by the teachers and administrators. The teachers will interview the students to assess their academic knowledge and skills, as well as personal and interpersonal attributes and attitudes. The family will be interviewed by the school's administrators. During this interview, it is made clear to all prospective pupils' parents that they are expected to believe in the school's mission statement and educational programs; that we wish to establish a full partnership with parents in order to promote the interests of the whole school community; that this partnership must be based upon mutual honesty and respect. Their response to these expectations is very important. In addition, all applicants will be asked to provide a copy of their most recent school report. Collectively, all this information allows SMEC to be reasonably sure that it is the right school academically for each student and to tailor our academic courses to meet the needs of the students.

Progression between grades within one section (preschool, primary school, middle school, high school) is guaranteed; however progression from one section of the school to another, although expected, cannot be guaranteed: there are occasions when such progression is not in the interests



of either the child or the wider community. In such circumstances we would inform the parents well in advance and offer guidance as to future options for schooling.

The school wants to be able to educate and develop each pupil to the best of his or her ability and to ensure that any prospective pupil will be academically and socially at ease with his or her peers. In this way there is every chance that all pupils will emerge at the end of their time at SMEC having enjoyed the school and confident in their next steps.

Once again, at Shahid Mahdavi Educational Complex we strive to ensure that all the students of our school have equal access to all opportunities and are nurtured equally.