

Wessex Gardens Primary School

Ethnic Minority Achievement Policy

Wessex Gardens Primary School serves a richly varied community. Our pupils come from a range of cultural, linguistic, social and religious backgrounds. Over 80% of our pupils speak English as an additional language (EAL) and more than 50 home languages are spoken in the school. Many EAL pupils have attended school and are literate in their home languages whereas some may have had no formal education. Some EAL pupils are isolated learners and may be the only speaker of their home language in the school. Some of our pupils are refugees and have experienced prejudice, racism and trauma in their home countries. We have a high level of mobility as many families are in temporary accommodation or are working in the UK on short term contracts. It is this very mixed community that gives Wessex Gardens its unique and very special character

Wessex Gardens Primary School is committed to the inclusion and high achievement of all ethnic minority pupils and to the removal of any linguistic, cultural or social barriers to learning.

AIMS

- That children from all ethnic groups should be welcomed and integrated into our school
- To welcome the families of all our pupils and involve them in our school community
- To value the cultural heritage of all our pupils and foster understanding and respect for all our languages, traditions and religious practices
- That all children should have the fullest possible access to a broad and balanced curriculum
- That the needs of all our pupils, whatever their ethnic, linguistic, religious or cultural background should be effectively addressed
- That children from all ethnic groups should be given the appropriate support in order to achieve their full potential
- That there should be the greatest possible degree of partnership between parents, carers and the school

OBJECTIVES

- To provide an inclusive environment wherein all children can develop their language skills and access the curriculum
- To actively educate against prejudice, stereotyping and bullying
- To provide an induction programme to aid the smooth integration of new pupils

- To have high expectations of all pupils including those who have had no previous schooling
- To provide a differentiated curriculum to meet individual needs
- To provide high quality language and learning support within the classroom
- To use effective systems of monitoring and assessment to ensure children are making maximum progress and to inform planning
- To meet the particular needs of pupils for whom English is an additional language
- To be aware of the particular needs of refugee pupils and provide appropriate emotional and social support to those children who have experienced trauma
- To be aware of the particular needs of individual ethnic groups and national trends in achievement and use monitoring systems to track the progress of those groups within the school and to target support to achieve maximum progress
- To keep accurate records of children's progress
- To monitor the effectiveness of EMA support within the school
- To further develop staff expertise through in-service training

MONITORING THE EFFECTIVENESS OF THE POLICY

- All staff need to be aware of the contents of the policy and the procedures contained within it
- All parents and carers have access to information regarding ethnic minority achievement
- Parents, carers and children are involved in the decision making process

The Headteacher and Inclusion Leader are responsible for monitoring the policy throughout the school. The governing body has ultimate responsibility for monitoring the policy through the Education sub-committee. The governor responsible for inclusion is an important link in this process.

Helen Ruthven
 January 2017
 Policy to be reviewed in January 2020

Guidelines for the Inclusion and Achievement of Ethnic Minority Pupils

Admissions

Children from all ethnic minority groups are welcome at Wessex Gardens. In order to ensure the best possible start for new pupils there is separate guidance on admission and induction procedures ([see appendix 1](#))

Registration

Pupils' names are accurately recorded and correctly pronounced.

Staffing

It is the responsibility of all staff to develop children's proficiency in English and class teachers are responsible for planning and delivering a curriculum that meets the individual needs of their pupils. Provision for ethnic minority pupils is managed by the Inclusion Manager who is also the Assistant Head. There is one part time EMA teacher. The Inclusion team provides support for individual pupils as well as giving advice and support to teaching and learning staff.

Targeting and monitoring support

Additional support is provided to pupils identified as having the most needs. These pupils are often new arrivals or in the early stages of English acquisition. The development of proficiency in an additional language is a long term process. Many bilingual pupils continue to require support with reading and writing even when they have achieved oral fluency. There are some ethnic minority groups who are recognised as being at particular risk of under achievement. They may be proficient users of English or speak English as their first language but have all been identified as being in particular need of additional support. Children at risk of under achievement are identified and appropriate support is put in place to accelerate their progress.

English as an additional language (EAL)

Language is central to our identity, belonging and self worth. In order for children to become confident and competent users of English it is vital that we value their home languages and the cultural experiences they bring with them to school. We do this in the following ways;

- Developing a welcoming and positive ethos which actively promotes parental involvement
- Providing interpreting and translation services where necessary for parent meetings
- Providing an environment and curriculum which positively reflects the linguistic and cultural diversity of our pupils
- Providing curriculum resources in a variety of languages eg dual language books and translations of subject vocabulary

- Using home languages as part of displays, class books, assemblies and performances
- Offering opportunities for pupils to use their home languages in the classroom to discuss and record their ideas
- Offering opportunities for pupils to study the diversity of language; how languages change over time, the differences between spoken and written language, the variation in written scripts and the difference between formal and informal usage
- Celebrating religious and cultural traditions in class work, displays and assemblies
- Encouraging children to develop their competency in their home language by attending community language schools

Teaching and Learning

Support for pupils takes place predominantly within the classroom through the following strategies;

- Differentiated learning objectives, tasks and resources
- Use of visual aids eg visual timetables, picture books, mind maps, diagrams, pictures and ICT
- Support materials eg word banks, translations of subject specific vocabulary, props such as puppets and story sacks
- Flexible grouping arrangements to allow pupils to work with more proficient users of English and allowing pupils to work at their own intellectual level even when their use of English is at an early stage
- Teachers and teaching assistants provide effective models of both spoken and written English
- Scaffolding of learning through speaking and writing frames eg storyboards
- Pre-teaching of vocabulary
- Providing maximum opportunities for speaking and listening, drama and role play activities
- Providing first hand experiences through practical and investigative activities and outings
- Providing plenty of opportunities for listening and having respect for the silent period that most pupils go through in the first few months of exposure to a new language
- Encouraging children new to English to record their work in their home language

With so many languages spoken in the school it is not possible to provide bilingual support for all our pupils. Approximately 40% of our staff are bilingual themselves and they help pupils in the early stages of English acquisition. We can access support in other languages through our bilingual volunteers, parents and pupils.

Refugees

Many refugee children will have had traumatic experiences and need emotional and social support. Some of this support is available in school through individual mentoring and social skills groups. In addition we are able to access support from external agencies such as Barnet Primary Project, CAMHS and Grief Encounter who offer more specialised therapy and counselling.

Learning about refugees is part of our curriculum. Through drama, role play and the sharing of experiences they learn to empathise and respect each other.

Special educational needs and gifted and talented pupils

We recognise that most ethnic minority pupils needing additional support do not have special educational needs. However should pupils be identified as having SEN they have equal access to the school's SEN provision. Similarly we recognise that there are pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and monitoring

We use a range of assessment strategies to determine children's needs, set targets, inform planning and measure progress. Assessments include standardised tests, SATS, reading conferences, observations and sampling of work. Class teachers differentiate written tasks by modifying or reducing the language they contain and by including pictures and diagrams. Consideration and sensitivity is given to the appropriateness of testing pupils in the early stages of English acquisition.

Children in the early stages of English acquisition are assessed using the DfE Proficiency in English levels which measure progress in speaking and listening, reading and writing.

As part of our ongoing support to ethnic minority pupils we give additional help during formal assessments. This can be through the provision of readers and scribes, providing translations or by allowing extra time for pupils to complete tasks.

We have a rigorous system of tracking children's progress which allows us to monitor the achievement of all our pupils. Individuals or groups of pupils who are not making sufficient progress are identified and strategies, which may include additional teaching support, are put in place to help them.

Staff Development

The Inclusion team provide advice and training within the school.

EMA staff attend training and conferences on current research and practice run by external organisations.

Parents, carers and the wider community

Our induction procedures include time spent with new parents to familiarise them with the school building, routines and expectations. This is particularly important for families who have no experience of the English education system.

Parents are welcome in the school at any time. Class teachers are available before and after school without an appointment. The Learning Mentors and Senior Leadership Team are available at other times during the day.

We make use of our own bilingual staff, parents and volunteers to translate written information and interpret at parent teacher meetings. We also use an external interpreter service for languages we are unable to help with ourselves.

Many parents feel that they are unable to help their children with school work if they do not read and write English themselves or if their spoken English is limited. We encourage parents to support their children in their home language through regular reading and by continuing to develop their children's home language skills. Curriculum events are held to help parents become more familiar with our education system. These may be whole school or year group events.

We encourage parents to become involved in school life through joining the parents' association, attending social events or by helping in the classrooms. We can also provide work experience for parents who are looking for employment.

We work alongside Barnet College to provide English language classes for parents. These are free of charge. We also have parent coffee mornings with guest speakers and advice on a range of topics; the parents are involved in setting the agenda for these meetings.

We have access to many external agencies and we can help parents to access information and support on many issues eg housing and health.

