

# THE ST. CHRISTOPHER SCHOOL

## Academy Trust - Special School

Mountdale Gardens, Leigh-on-Sea, Essex SS9 4AW

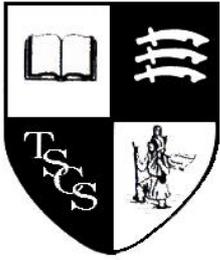
Head Teacher: Mrs. J. Mullan

Telephone: (01702) 524193

Fax: (01702) 526761

E.Mail: office@tscs.southend.sch.uk

Web: www.thestchristopherschool.co.uk



### THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST EAL POLICY – PRIMARY AND SECONDARY SCHOOL

**First Written:** September 2010  
**Revisions:** September 2012, November 2014

#### POLICY FOR RAISING ETHNIC MINORITY ACHIEVEMENT

This policy is a statement of the aims, principles and strategies for raising ethnic minority achievement at The St Christopher School Academy Trust.

#### RATIONALE

The school values the contribution which ethnic minority children make through bringing their culture and language to enrich the school environment. The school shall provide the means for ethnic minority children to achieve their full academic potential in line with their overall communication needs, to interact socially and to have access to a broad and balanced curriculum.

#### AIMS AND OBJECTIVES

Our aims for raising minority achievement will be:

- To ensure that the school (in its wider sense) is welcoming
- To assess individual children for cognitive level, education background and communication abilities in any language
- To establish communication links with home and family and to identify cultural and religious background
- To provide appropriate support where needed
- To ensure that the classrooms reflect the culture of all the children, and that every child's culture and language is valued
- To monitor and assess progress regularly to check that the pupils have the opportunity to achieve their full potential for learning
- To liaise with other phases of education where appropriate
- To keep all staff informed by providing opportunities for information sharing/gathering.



## **WHOLE STAFF APPROACH**

The entire staff will be made aware of the cultural needs of children and every effort will be made to ensure the school is welcoming:

- By including reflection on other cultures as a normal part of the curriculum
- By promoting language awareness throughout the school
- By having available dual language notices and books where appropriate and displaying pictures reflecting different cultures
- By being sensitive to cultural needs

## **THE ROLE OF THE CLASS TEACHER**

The class teacher will ensure that bilingual pupils are assessed to determine their cognitive level and linguistic repertoire. For all ethnic minority pupils, account will be taken of their educational background. The class teacher will also ensure that differentiated work, suited to the child's intellectual ability is provided, being mindful of the particular level of English usage and overall communication skills.

## **THE ROLE OF THE ENGLISH COORDINATORS**

School assessment procedures will be regularly reviewed to ensure they're not biased. All bilingual pupils will be reviewed regularly to ensure that their progress is maintained by setting targets to reflect their cognitive and communicative level. Whenever possible contacts with pre-school and transfer schools will be arranged to exchange information about the child's linguistic and cognitive skills, what support has been given and how parental partnership has developed.

## **HOME CONTACT**

Home-school links will seek to provide clear information about the school and its procedures and to establish mutual respect for culture and values. Southend-on-sea Borough EMA service may be asked to liaise with non English-speaking families within our setting.

## **REVIEW AND EVALUATION OF POLICY**

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.