

	Name of School	Corbets Tey School
	Policy Review Date	3rd November 2020
	Next Review Date	Summer 2022
	Reviewed by	Governor Name: Jeff Stafford Governor Signature: 

Multicultural Education and English as an Additional Language (EAL) Policy

Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

Where the school is referred to in this policy, the policy and the following procedures apply to all staff working for Corbets Tey School on all sites including at the Routes4Life provision.

Introduction

The school provides an education for all, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its students. Annual Multicultural weeks are a vehicle to celebrate diversity within the school and beyond.

Equality of access to the curriculum for all students, including those for whom English is an Additional Language, is ensured not only by direct language support (when necessary), but also by a whole school approach.

This comprises of a learning environment that encompasses a varied range of teaching and learning strategies, multicultural and multilingual resources and displays, and whole school celebrations that embrace a wide range of world cultural events.

Aim

Children and young people must have full and equal access to the National Curriculum, whatever their religion, ethnicity, first language, special educational needs, gender, (see Single Equality Policy).

The aim of this policy is to set out how that access is achieved with regard to students for whom English is an Additional Language and for those students who belong to an ethnic minority. The school will provide effective learning opportunities for all students in accordance with the statutory inclusion statement of the National Curriculum, by: setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

Good Practice in working with bilingual and multilingual students

The school recognises the following factors as being central to progress for EAL students:

- Recognition of the importance of home language.
- Treating racism and bullying seriously (see Single Equality Policy and Anti Bullying Policies).
- Strong home/school and wider community links.
- Learning environment that is sympathetic to a variety of cultures.
- Resources, which include symbols and bilingual materials if appropriate.
- Curriculum, which portrays positive images and role models.

Curriculum Principles

The curriculum reflects the ethnic and cultural diversity of modern Britain. Good education begins from sharing the experience that students bring to school from a variety of ethnic and cultural backgrounds.

The school's goal is to enable students from minority ethnic backgrounds to gain full access to the National Curriculum and to develop strategies for recognising and overcoming any obstacles that prevent students from developing their full potential in school.

Curriculum Planning

The needs of EAL students in accessing the curriculum need to be carefully planned, as does the provision of a balanced and positive multicultural education.

Teachers need to ensure that:

- The language and learning needs of students are clearly identified and provided for.
- The language and learning demands of the curriculum are analysed and support provided.
- Visual support is provided for key concepts.
- Planning includes opportunities for first language activities in the classroom.
- The support requirements of students are identified.

Curriculum and Classroom Practice

- Teachers should have high expectations of all students regardless of ethnicity, gender, or social background.
- Activities are matched to students' needs and abilities and have a clear sense of progression.
- There is evidence of development in oracy and literacy through:
 - the awareness and utilisation of the student's first language expertise.
 - provision of scaffolding/writing frames.
 - using story props.
- Displays in the classroom and around the school will reflect the cultural diversity of the school cohort.
- Assessment methods allow students to show what they can do in all curriculum areas
- Access to meaning should be provided by presenting and introducing lessons or topics with visual support:
 - symbols
 - videos
 - maps
 - posters
 - pictures
 - objects
 - use of Information Communication Technology

EAL Students and Special Educational Needs

A student has special educational needs if she/he has a learning difficulty. A student must not be regarded as having a learning difficulty (see Code of Practice and school Special Educational Needs (SEND Policy) solely because the home language is different from the language in which she/he will be taught at school.

The nature of support for EAL students with SEND will be decided on an individual basis through consultation between the class teacher, senior leadership team and parents/carers. Provision of support will be jointly reviewed regularly. This support will take account of the child or young person's needs as an EAL student.

The class teacher will be responsible for ensuring that home language does not prevent the parents/carers either from accessing information on their child or young person's special educational needs, or from putting forward their point of view.

Liaison with Parents and Carers

It is acknowledged that liaison with parents and carer is a vital element in the creation of a Home School Partnership to support learning in school. Effective communication is the key. For parents/carers of EAL learners this is taken into consideration by:

- Providing a welcoming environment, actively seeking to put parents/carers at ease in what may be an unfamiliar setting.
- The school has a dedicated team of Family Practitioners who are available to work with vulnerable families.
- Monitoring letters, newsletters, sent home to check that language used is clear and straightforward.
- Reading through letters (where appropriate) with students before they are taken home.
- Provision of translations of school documents in community languages, where appropriate.
- Encouraging attendance at parent/carer evenings and participation in other school functions e.g. school assemblies, Parents and Friends Association (PFA) activities, fêtes, sports days.
- Inviting parents/carers into school to help with class activities e.g. reading, cooking, class outings and Multicultural Topic weeks.

Assessment and Target Setting

Individual student profiles will be kept updated with relevant information and regular assessment tasks will indicate student's progress. This assessment should also inform curriculum planning.

The school also carries out a structured programme of ethnic monitoring to observe the performance of different groups in relation to academic achievement and uses the results to assess whether its provision is ensuring equal educational achievement by all groups.

Specialist Support

Specialist EAL support will be commissioned to support individual students where required from the Local Authority. Team contact details are as follows:

Michelle Wain - michelle.wain@haverling.gov.uk Tel: 01708 431650

Carol Rockey - carol.rockey@haverling.gov.uk Tel: 01708 431651