



Cheam Park Farm Junior School



EAL / EMA POLICY

PHILOSOPHY / RATIONALE

Our aim at Cheam Park Farm Junior is to provide a broad and balanced curriculum for all children, and ensure that every child has access to that curriculum. We aim to create a positive, inclusive atmosphere, based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.

In keeping with our commitment to the promotion of equal opportunities and race equality together with our inclusive approach to education, Cheam Park Farm Junior welcomes applications from parents of children from all ethnic groups, and values their contribution to the life of the school.

"[children should]...learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective and fulfilling relationships that are an essential part of life and learning".

(National Curriculum 1998)

SCHOOL CONTEXT

Cheam Park Farm Junior is a rights respecting multi-faith academy junior school. Parents and children of ethnic minority groups are included within the school. Our pupils come from a mixed residential area with approximately 24% of the pupil population from minority ethnic groups. Some pupils are completely bilingual and some pupils are at the early stages of learning.

Admissions

At Cheam Park Farm Junior we believe that it is essential that from the first point of contact, new arrivals and their parents should be made to feel welcome. The staff work with each child and their parents/carers in order to learn about the individual child within his/her cultural context. Parents are asked to provide information about the child's ethnic origin, first language, previous schools, date they entered the UK and their religion. This information is requested as it helps the school to ensure that every child learns effectively and their progress monitored.

At Cheam Park Farm Junior the following measures are taken to include all parents in their children's school lives:

- Providing a guided tour on day of visit.
- Providing parents with information about their child's education.
- Involving parents in any support strategies for the child.
- Following up if parents do not respond to letters or invitations to meetings or by highlighting the essential information in a letter so that parents that are not fluent readers can see the main points.
- Encouraging parents to provide examples of their language and culture for the classroom.
- Encouraging parents to participate in school functions.

Cheam Park Farm Junior School offers a delayed start date to all EAL new starters so that information can be disseminated to the class teacher, prior to the child's arrival, so that the class can be organised ready for a good start for that child e.g.

- A buddy system set up.
- Grouping.
- Peg labels made.
- Language posters around room.
- Dual language books put in book areas (if appropriate).

If, on arrival, a parent does not speak English well or there is no family friend able to translate, then Cheam Park Farm Junior is prepared to use an interpreter. All newly arrived parents receive a booklet, in their own language, giving helpful tips to help their child to read.

Children who have not previously attended school in their own country, or children who are particularly worried about starting their new school can also be offered a individual programme whereby the child may only attend school for half a day, for a number of days, before they stay for their first full day so that this can be a positive and enjoyable experience.

PRINCIPLES AND PURPOSE

Through the implementation of this policy we aim to:

- Provide a positive learning environment.
- Deliver a curriculum that children with EAL have access to.
- Create a positive first point of contact.
- Celebrate the cultural diversity in the school.

This should be achieved through teachers differentiating delivery and content of lessons to accommodate the children in their class. The building, facilities and communication systems should be open to all pupils. Teachers should be aware of the linguistic and educational background of the children they teach. This will mean that *all staff* must share and practise this commitment and read the policy.

RESPONSIBILITIES

Assistant Head teacher:

- To ensure the implementation of this policy as part of his/her ongoing role in managing inclusion.
- To ensure that procedures that are laid down are put into practice.
- The policy will be reviewed annually.

Head teacher:

- To discuss at EAL review meetings any revision of the policy, including any necessitated by new legislation and ensure that these are built into the School Development Plan for the following term.

Governing Body:

- To ensure that this review process has taken place through the consideration of a verbal report by the head teacher.

All staff:

- To ensure that they have read, and are aware of, procedures in place for EAL pupils.
- Are responsible for carrying out admissions tasks ready to receive new children.
- Should encourage EAL children to share out of school experiences and aspects of their home life.
- Should display work that reflects cultural diversity amongst pupils.
- Should display work written in a pupil's home language.
- Should use a range of resources to support the learning needs of EAL children and those from ethnic minorities, including books in the library that reflect the cultural diversity amongst pupils.

RESOURCES

Resources and displays are used to reflect and value the diversity of cultures in the community. The school has a number of resources to support the learning of EAL pupils, such as:

- Sutton EAL Service (allocation for 2011-2012) 0.2 per week EAL Support Teacher
- LSAs trained to carry out 'speaking partners' programme
- Worksheets available for early learners of the English Language
- SCOLA course to advise EAL parents of how they can support their children at home.
- Positive images around the school.
- Dual language dictionaries (either provided by the school or parents will be asked to buy a copy for their child to use in class).
- Parents and visitors used in assemblies to talk about their religion.
- LA advisors.
- London Borough of Sutton Ethnic Minority Achievement Service.

- Food technology lessons.
- Computer programs e.g. Clicker

MONITORING AND EVALUATION

When a pupil enters the school the class teacher will make an informal assessment of the child's skills in speaking, listening, reading, writing and mathematics. The Assistant Head teacher's advice may be sought and a formal assessment of English can be requested from London Borough of Sutton Ethnic Minority Achievement Service.

London Borough of Sutton Ethnic Minority Achievement Service is available for assessments, advice and to work with the class teacher and Assistant Head teacher to plan and deliver a programme of differentiated support to meet the needs of the child.

OTHER INFORMATION

We celebrate the cultural diversity at Cheam Park Farm Junior by:

- Focusing on particular festivals.
- Teaching and learning about other faiths and cultures.
- Planning educational visits.
- Inviting local religious communities into the school.
- Carrying out video conferences with other schools to celebrate cultural diversity.
- Making use of outside performers.
- Encourage parents to come into school.
- Signposting SCOLA courses to EAL to advise parents on how to support their children at home.

A review of this policy will take place at the end of the academic year 2012.

Any changes will be agreed by all staff and governors.