

INCLUSIVE STATEMENT

St John's Primary School aims for every young person to have the opportunity to maximise his or her life chances by experiencing a positive learning environment which:

- has high expectations
- values difference
- offers respect and dignity
- is challenging but supportive
- enables children to participate as active citizens in society.

The School is committed to providing an inclusive community and meeting the needs of all its pupils in ensuring that they have access to the broad and balanced curriculum to which they are entitled.

We aim to do this by:

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Staff will endeavour to help all pupils reach their full potential irrespective of age, gender, ethnicity, or sexuality. (The full Inclusive Statement is available to read from the school)

The School aims to always involve the child in discussions about their progress and to work with parents/carers in implementing a joint approach to their child's learning

STATEMENT OF COMMITMENT

St. John's school is committed to making appropriate provision for teaching and learning for pupils for whom English is an additional language, and for raising the achievement of minority ethnic pupils who are at risk from under-achievement.

- The school will identify individual's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.
- The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements, mother – tongue assessments when appropriate.
- Staff will ensure that appropriate targets and outcome measures are set for identified EAL pupils.
- The school recognises that most EAL pupils needing additional English do not have Special Educational Needs (SEN). However, should SEN needs be identified during assessment, EAL pupils will have equal access to school SEN provision.
- EAL pupils are entitled to full access to the National Literacy and Numeracy strategies. Lessons will be inclusive as much as possible, but individual needs may need to be addressed in a withdrawn 1-1 environment.
- The classroom will display information in the pupils own language where possible and if needed (labels/dual language books/posters) to help with the settling in process.
- The school will enable staff to undertake appropriate professional development to meet the needs of minority ethnic/EAL pupils.

SCHOOL PROVISION

There are systems and procedures in place to support the arrival of a pupil, and their family, to our school who may need EAL provision.

- An interview with the Head Teacher/Deputy Head Teacher will take place prior to starting school, to get to know the family and determine the type of support that may be needed.
- An interview sheet is completed together and passed on to the new teacher so that appropriate provision can be made.
- School Information is presented to the family in written form; they are introduced to a family of the same culture/ who speak the same language and who can act as translators if this is necessary.
- A start date is agreed and a class 'buddy' allocated to the new pupil for the first week, to make them feel comfortable.
- Within 6 weeks of the pupil taking up their placement, the class teacher will assess the needs of the pupil, identifying their level of English using the 'Language in Common' assessment sheets (LiC). Assessments will focus on levels of English acquisition in the areas of Reading, Writing and Speaking and Listening. Parents may request to see these assessments at any time. It may be necessary to assess a child in their mother-tongue, and guidance will be sought if this is appropriate.
- The LiC assessment sheets will be highlighted and dated to show the pupil's level of competence in English. These will be updated each assessment cycle (about once a term).
- St. John's policy for EAL is one of inclusion, and as such will ensure that the pupil remains class-based in order to experience and absorb all the rich linguistic aspects of class life. Once communication becomes clearer, then an element of withdrawal may take place in order to address specific areas of need.

Information for Parents

English

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Additional

Language

A guide to identification and provision