Shiplake C.E. Primary School
Memorial Avenue
Shiplake , Oxon
RG9 4DN
0118 940 2024
office.3810@shiplake.oxon.sch.uk

***'I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you' Psalm 32.8***

# Shiplake CE School
# Policy for raising ethnic minority achievement

*Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.*

*This policy has been carefully written/reviewed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.*

This Policy is a statement of the aims, principles and strategies for raising ethnic minority achievement at Shiplake CE School.

## 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. The school shall endeavour to enable children to adapt, if necessary, to interact socially and to have access to a broad and balanced curriculum.

## Aims

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 linguistic repertoire
- To establish communication links with home and family and to identify cultural and religious background
- To provide appropriate support
- To ensure that the classrooms reflect the culture of all the children, and that every child's culture and language is valued

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- To monitor and assess progress regularly to check that the pupils have the opportunity to achieve their full potential for learning
- 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 cultured as 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.

**The Role of the SENCO**

School assessment procedures will be regularly reviewed to ensure they are not biased. Only bilingual children who have additional special needs will have their names added to the Special Needs Register, but all bilingual pupils will be reviewed termly to ensure that their progress is maintained by setting targets to reflect their cognitive level. Whenever possible contacts with pre-school and transfer schools will be arranged to exchange information about the child's linguistic and cognitive, 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. Oxfordshire County Council Ethnic Minority Achievement (EMA) Service may be asked to liaise with a non English-speaking family

May 2023
3 year review cycle