



# Diversity and English as an Additional Language

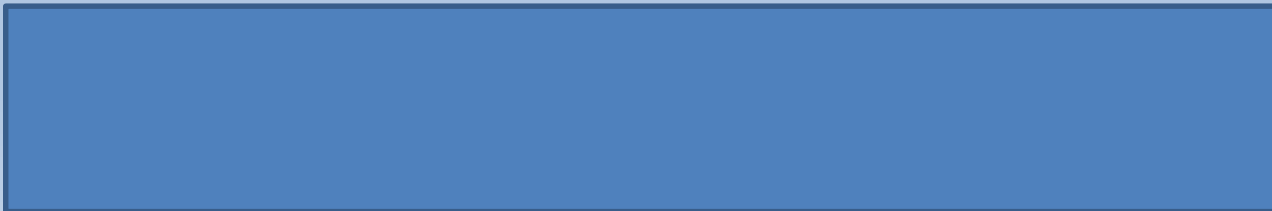
WEST HOVE  
INFANT SCHOOL  
.....  
A family of friends





The following slides contain more information about our school, West Hove Infants

# CONTEXTUAL INFORMATION



# West Hove Infant School

- We are a much larger than average infant school with approximately 540 pupils across two sites a mile apart
- Our catchment is generally from the area local to each site
- We are culturally and socially diverse, with 20% of our pupils speaking English as an additional language (EAL)



# Diversity at West Hove Infants

- Alongside English, these are some of the languages which are spoken by our pupils and their families: Arabic, Albanian, Bengali, Bulgarian, Chinese, Czech, Dari, Edo, Farsi, French, German, Greek, Hebrew, Hungarian, Hindi, Italian, Japanese, Lithuanian, Ndebele, Nepali, Malayalam, Panjabi, Pashto, Polish, Portuguese, Romanian, Romany, Russian, Serbian, Slovakian, Spanish, Swedish, Tamil, Turkish, Vietnamese





# Diversity at West Hove Infants

- We are extremely proud of the culturally diversity of our school and continually strive to celebrate this through our practice and provision
- Our environment reflects the rich and varied linguistic and cultural diversity of our families
- We work extremely hard to engage our parents for whom English is an additional language
- We are supported by the **Ethnic Minority Achievement Service** (EMAS) team from Brighton and Hove



EMAS bi-lingual support assistant  
leading a phonic game in YR

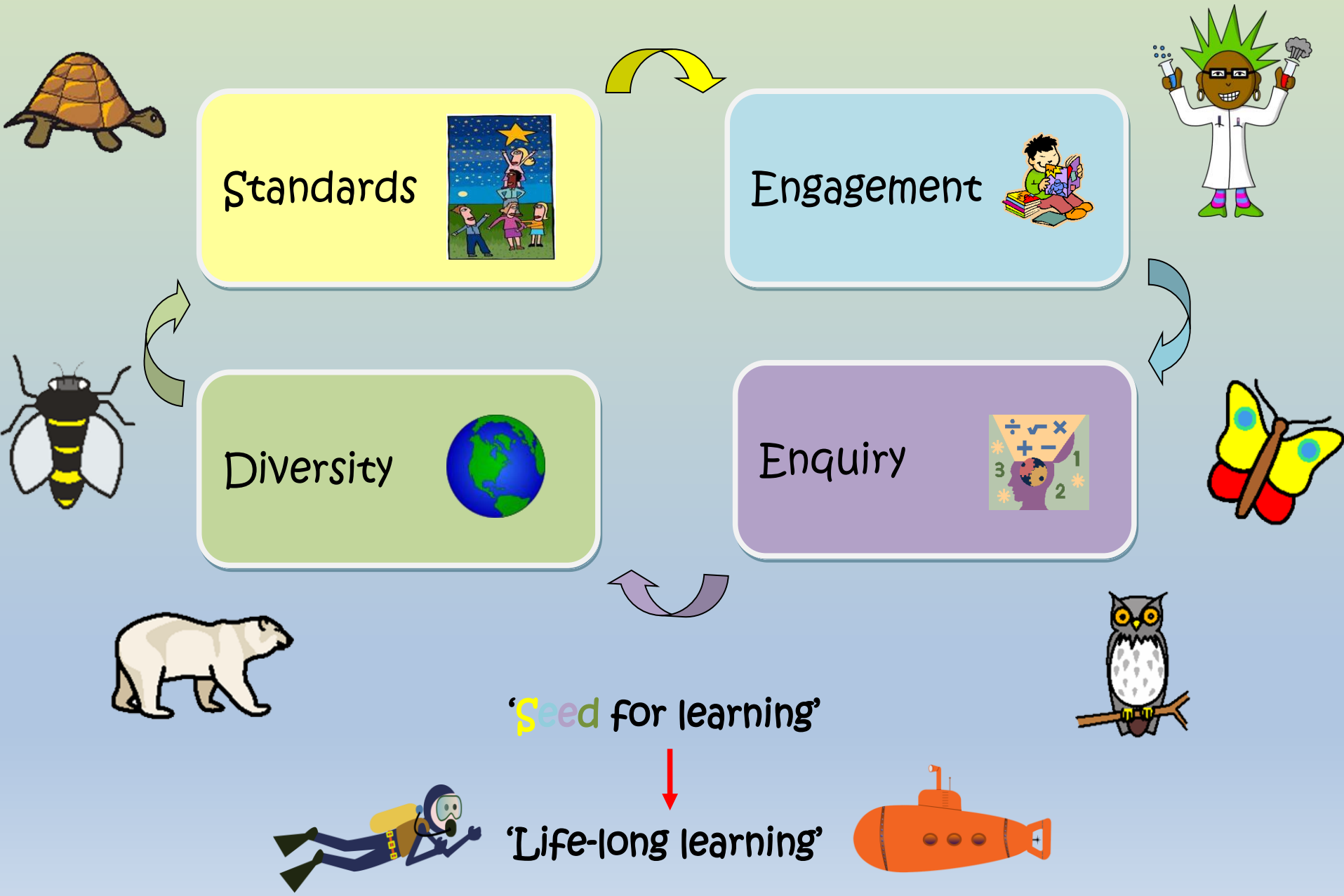


# Our Aims, Vision and Values

- Our EAL policy and provision lies within the context and spirit of the school's Aims, Vision and Values which values all children equally and as individuals
- Our Aims, Vision and Values recognise the importance of both the academic and personal development and well-being of every child in our school
- We also want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion



# Curriculum Drivers : S.E.E.D.







We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. Our curriculum reflects and celebrates the diversity of the school, population and local community and provides opportunities for pupils to appreciate their own identity and culture.

# CURRICULUM



Please go to our website  
[www.westhoveinfants.co.uk/ourcurriculum](http://www.westhoveinfants.co.uk/ourcurriculum)  
to see our curriculum planning in full





Our Social, Health Education and Citizenship (PSHE&C) is at the heart of our school and promotes respect and tolerating of differences in a very diverse and modern Britain

## SPIRITUAL, MORAL SOCIAL, CULTURAL POLICY & PSHE&C





Through engaging lessons, children gain a better understanding of themselves and others in the 'community of communities' in which they live



The Spiritual, Social, Moral and Cultural development of our pupils is promoted in PSHE & C, in other curriculum subjects and across the wider life of the school



# Some examples of SMSC in the curriculum...

| Subject | We promote <i>spiritual</i> development   | We promote <i>moral</i> development   | We promote <i>social</i> development   | We promote <i>cultural</i> development   |
|---------|---|---|--|--|
| English | <p>In responding to a poem, story or text; pupils can be asked,<br/> <i>'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'</i></p> <p>By promoting an appreciation of the beauty of language.</p> <p>By introducing children to a rich variety of authors and giving them the opportunity to discuss feelings and beliefs in the texts they read.</p> | <p>By exploring stimulus for thinking about the consequences of right and wrong behavior; pupils can speculate and apply their learning to develop their speaking, listening and higher order thinking skills.</p> <p>By considering different perspectives.</p> <p>By using open questions and 'Chatterbox' questions to give children the opportunity to hear other points of view and develop an understanding that not everyone feels the same and that there are different points of view.</p> | <p>By supporting conceptual and language development through an understanding of and debates about social issues e.g. the use of social media in age appropriate language.</p> <p>By providing opportunities for talk in a range of settings, especially through the 'Talk 4 Writing' approach.</p> <p>By using mixed-ability Talking Partners throughout every session, giving children opportunities to share their ideas and listen to others.</p> <p>By using random questioning to encourage children to be ready and confident to share their ideas.</p> <p>By carrying out self- and peer-assessment, enabling children to celebrate their achievements together and develop supportive and empathetic relationships.</p> | <p>By pupils telling stories from their own cultures and backgrounds, using the local culture and environment as a background and basis for writing and creating the idea that 'everyone has a story to tell'</p> <p>By using cross-curricular learning opportunities to engage and immerse children in stories and events from their own and other cultures.</p> <p>By providing opportunities for pupils to engage with texts from different cultures and comparing these cultures with our own.</p> |

| Subject | We promote <i>spiritual</i> development   | We promote <i>moral</i> development   | We promote <i>social</i> development  | We promote <i>cultural</i> development   |
|---------|---|---|---|--|
| PSHE    | <p>By developing an awareness of and responding to others' needs and wants.</p> <p>By exploring meaning and purpose for individuals and society.</p> <p>By developing resilience and inner strength through both of our restorative justice and protective behaviour programs and approaches.</p> | <p>By exploring what is right and wrong and to work out what we need to do in our school to make sure everyone is happy and able to learn and develop.</p> <p>By making explicit links to the school's Golden rules.</p> <p>Through our restorative justice and protective behaviours programs and approaches, we develop an understanding of what contributes towards a happy and safe school and class communities.</p> | <p>By helping pupils to engage in a democratic process for agreeing the rules for community life e.g. Creating Class expectations/rules, electing class representative for School Council. Children create a collective set of class learning rules.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility through membership of the School Council, annual pupil surveys and class discussions about whole school issues. <i>E.g. pupils might be asked 'Why do we think this is important?' 'What could we do about it?' 'Who would like to take it further?'</i></p> | <p>By exploring how different cultures can offer insights into how we lead our lives.</p> <p>By celebrating similarities and differences in relation to our class and local communities.</p> <p>We recognise a variety of cultural celebrations and events each year.</p> <p>We take part in local area walks; celebrating our resources and environment in our local community.</p> <p>We invite parents to give talks and discussions on their specific culture to both classes and year groups.</p> |





# ‘Wonderful World of Me...’

‘The school’s ethos celebrates each child as an individual. In every class there is a box called the ‘wonderful world of me’, where each child creates a treasure chest that celebrates her or his uniqueness and skills; they then share it with the rest of the class. This technique also enables teachers to plan learning that matches pupils’ interests.’

Ofsted 2013





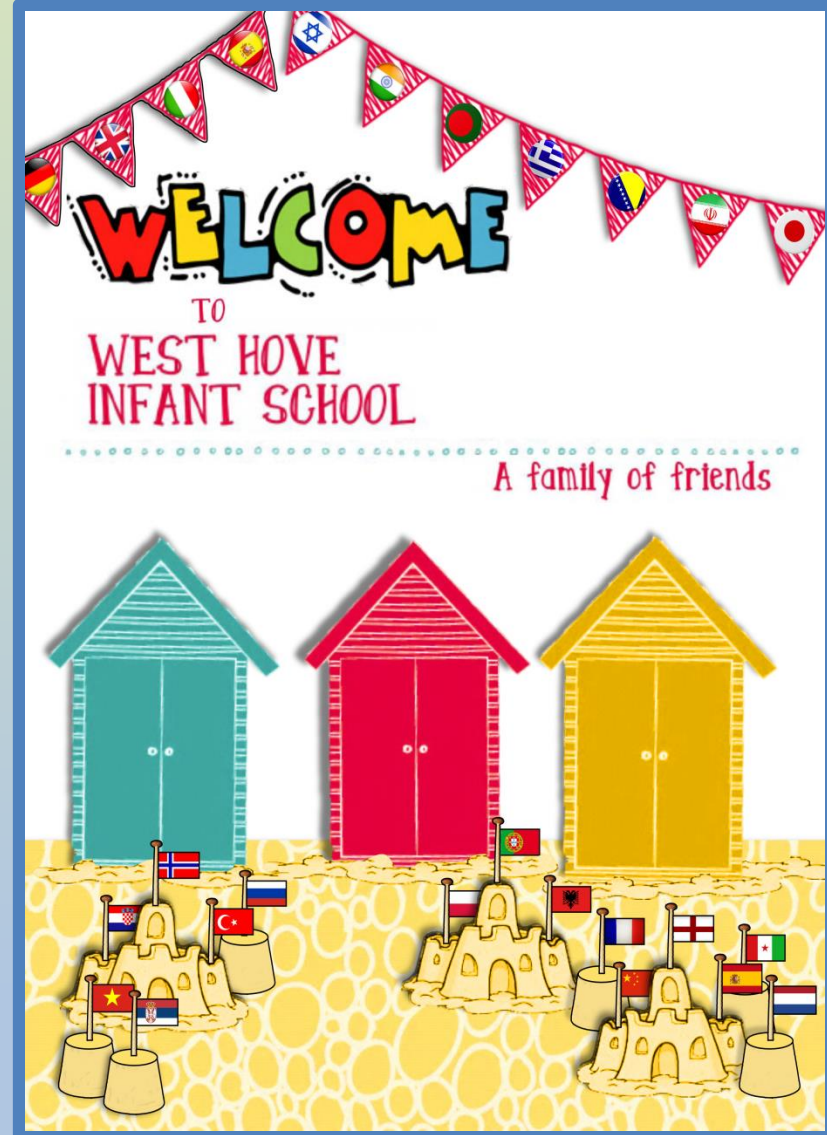
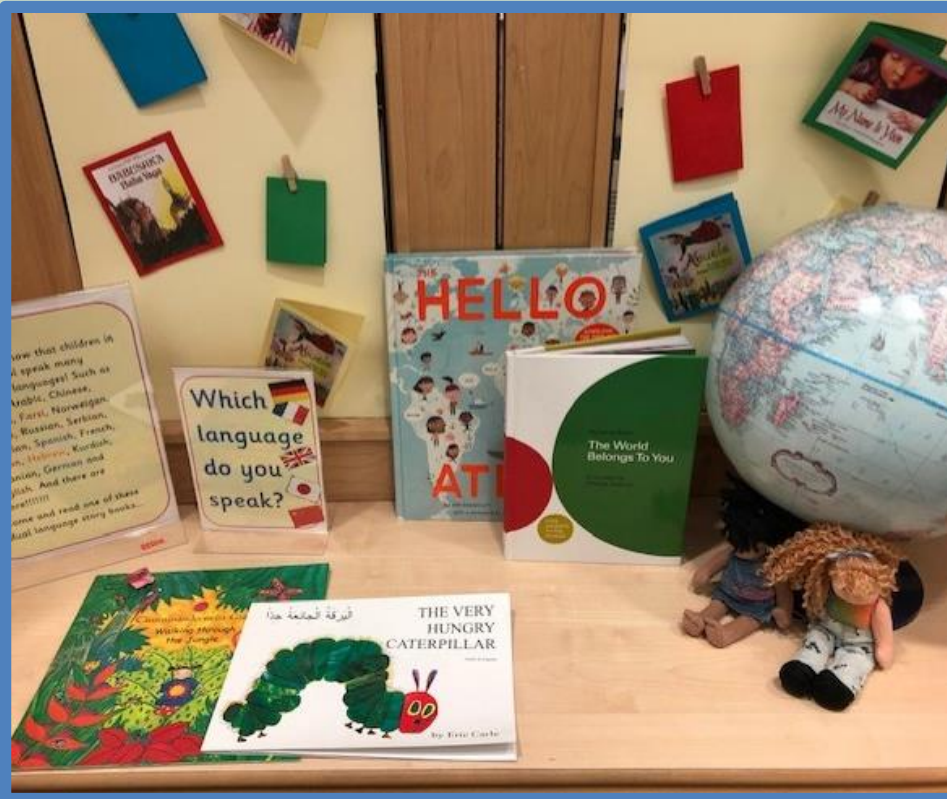


Our resources and displays reflect and celebrate the diversity of language, faith and cultures of our community

## ENVIRONMENT



# Warm welcomes...

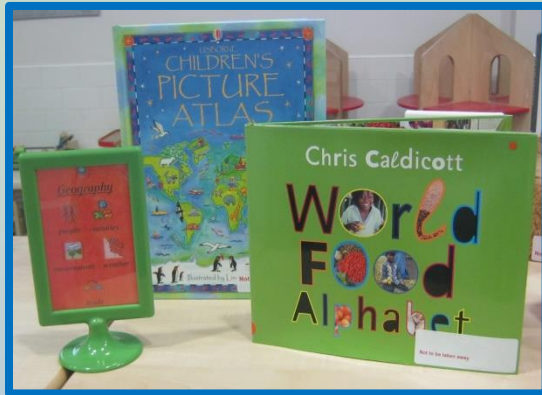


...especially to those who have just arrived in the UK









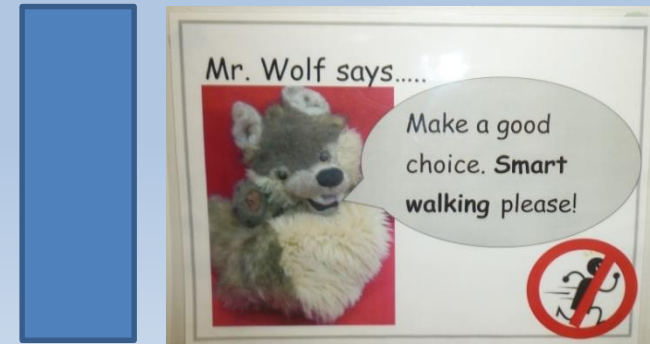
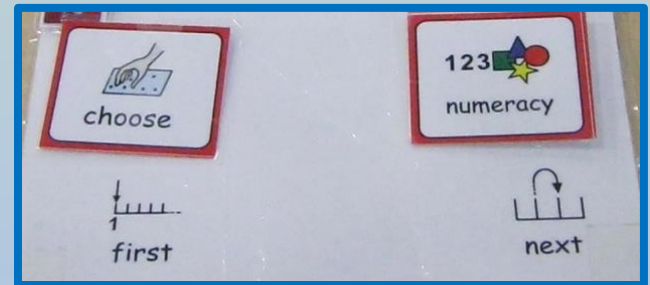
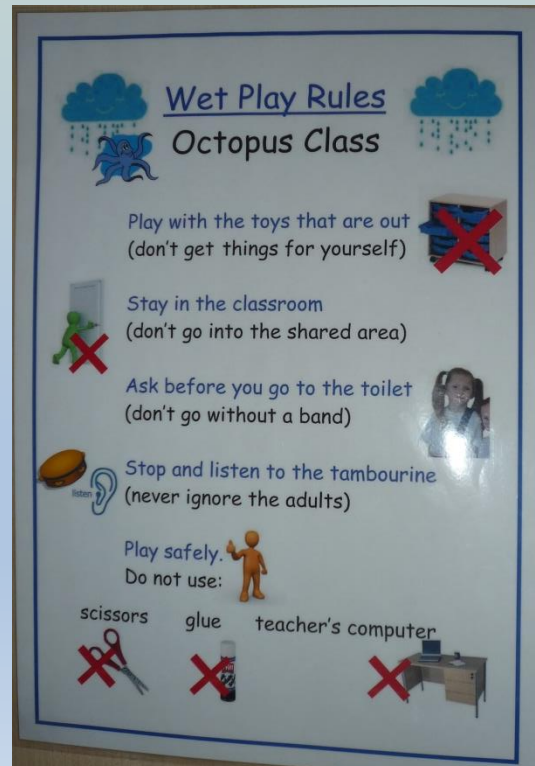
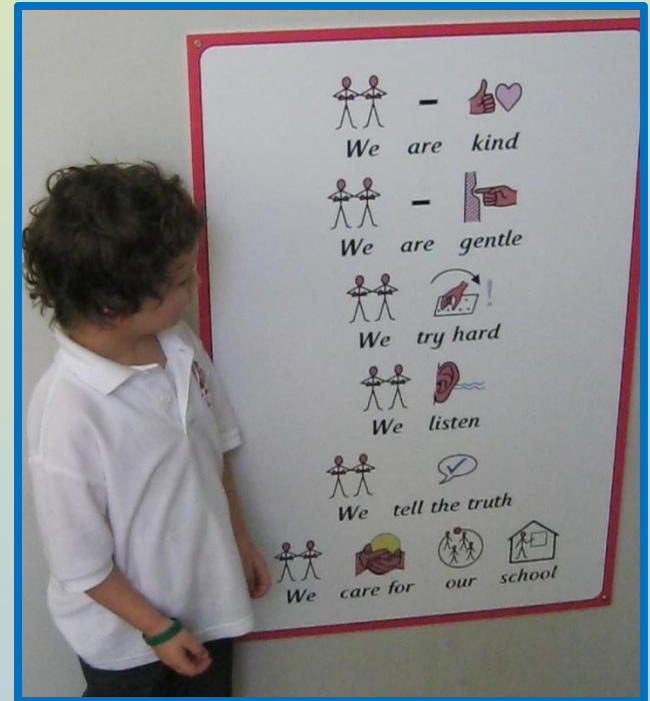
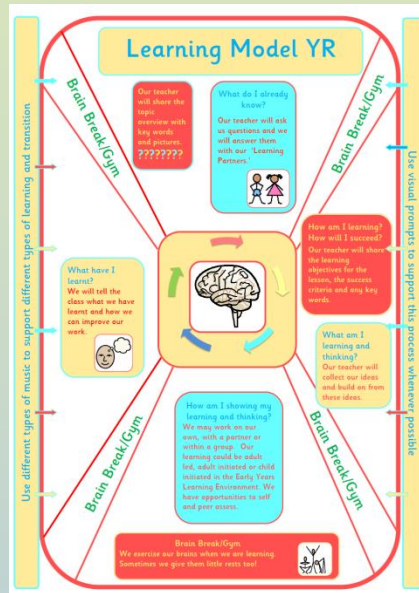


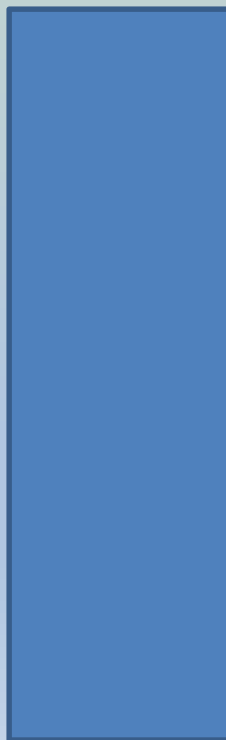
# Resources...



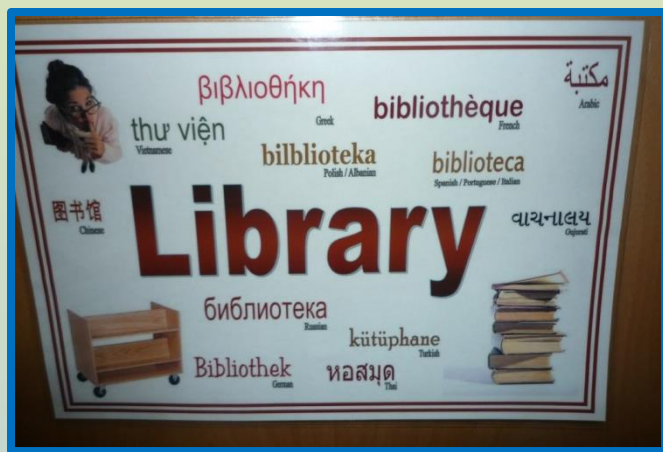


We use many visual signs around our school to support our EAL children and their families...

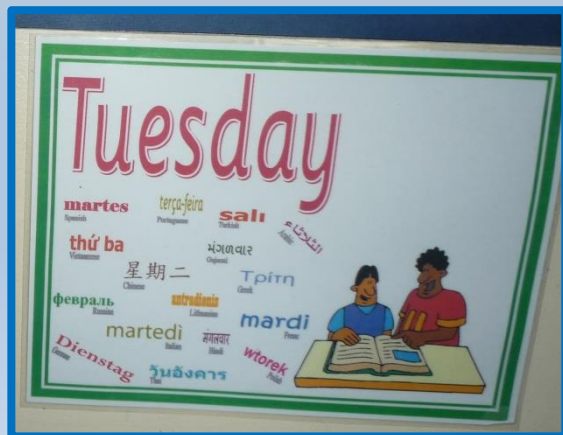








We use  
dual  
language  
signage  
where  
possible...

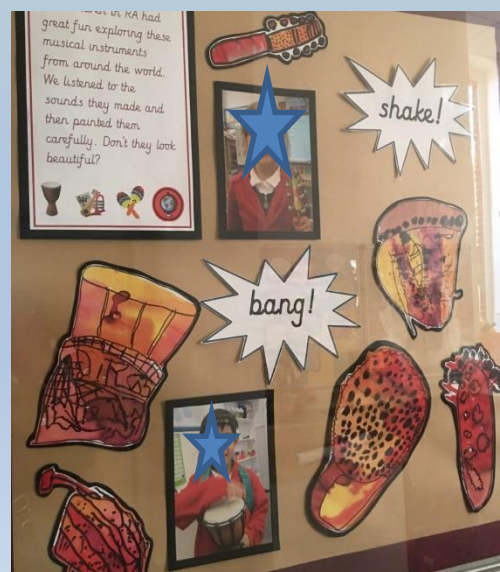




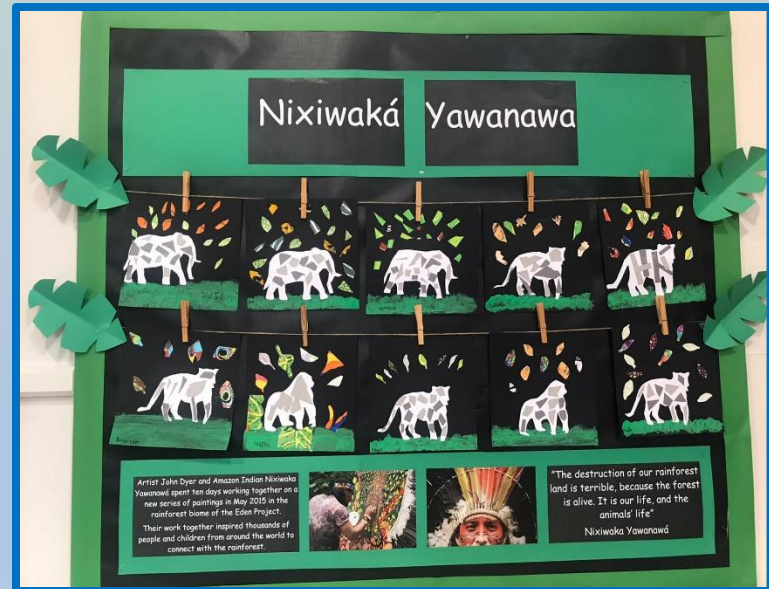
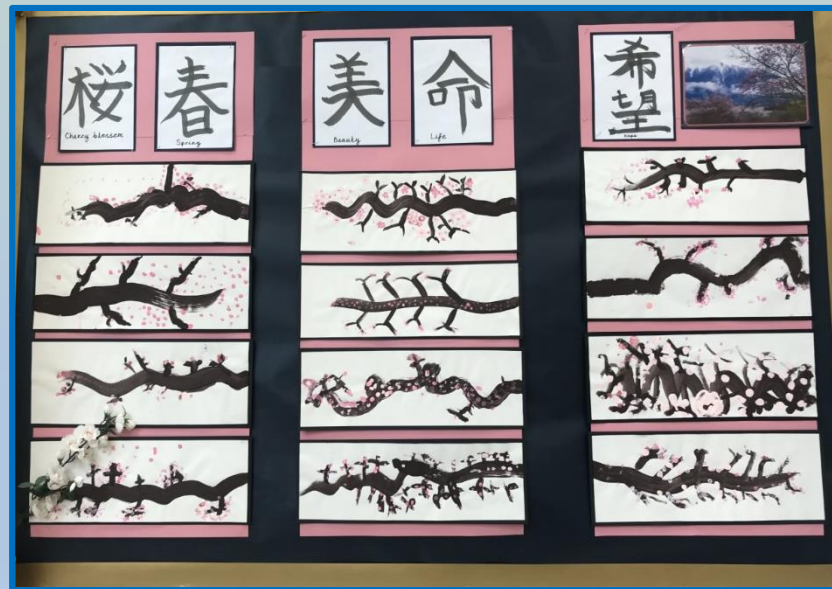
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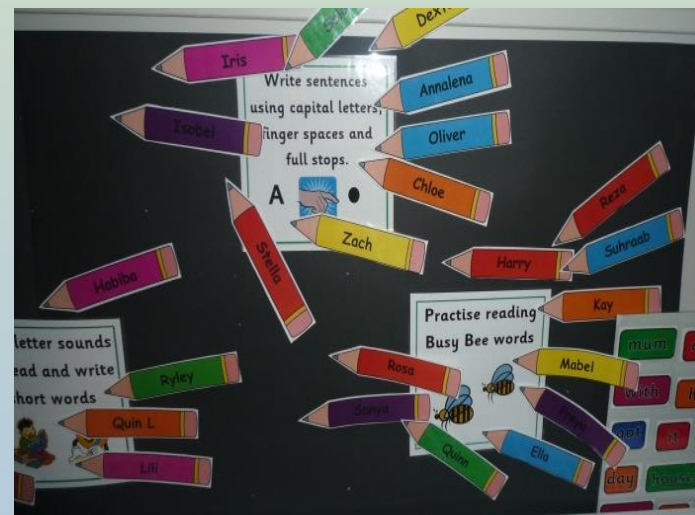
All our displays around the school reflect and celebrate the cultural and linguistic diversity of our children and their families





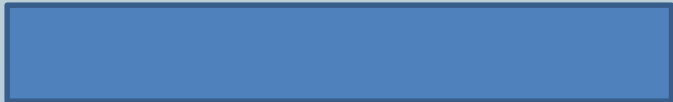








Children and their families have contributed to these displays...





Many cultural and religious festivals and events are celebrated throughout the year. Parents and visitors support us with these events. *(See also our RE e portfolio)*

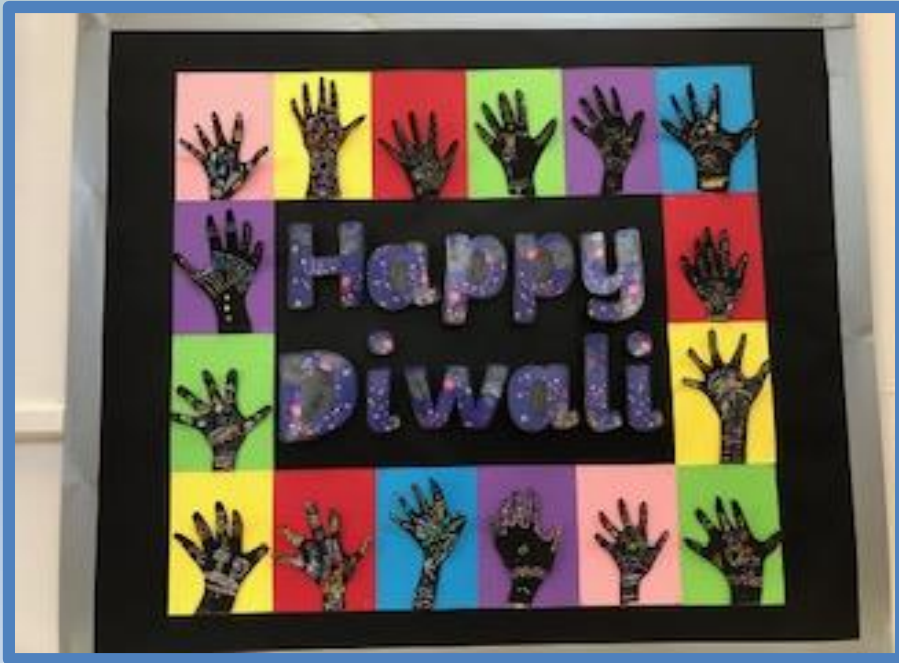
## SPECIAL EVENTS AND FESTIVALS







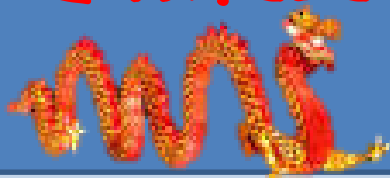
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Celebrating Chinese  
New Year





# Kung Hei Fat Choi!

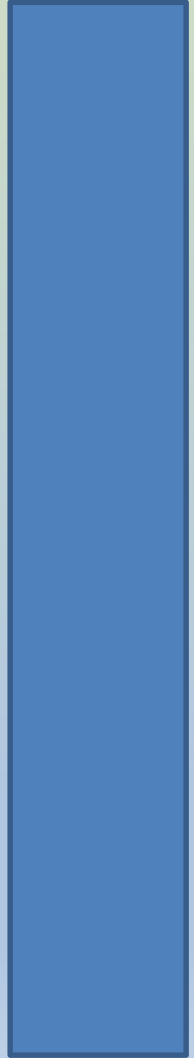
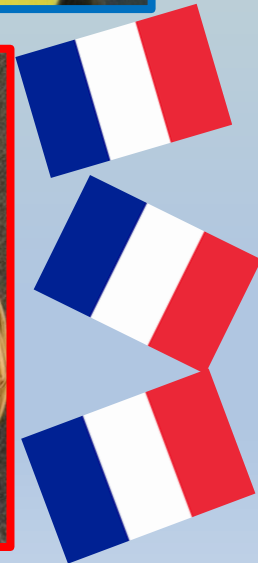
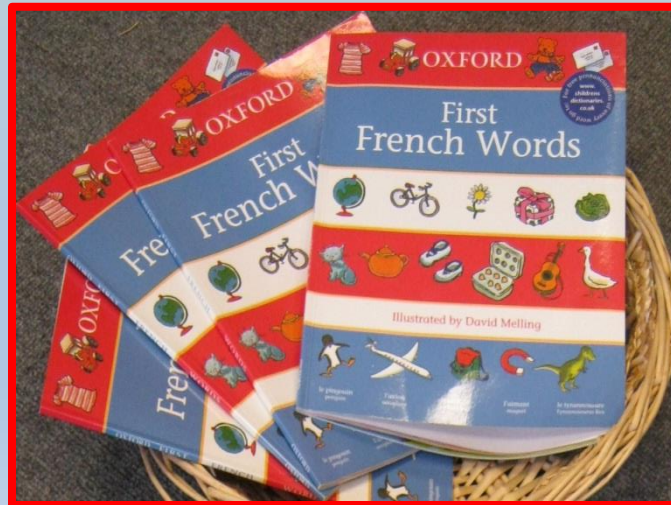








# FRENCH WEEK





The children enjoy an annual French week where the children are immersed in the language and culture of France. Many parents contribute to these enriching activities





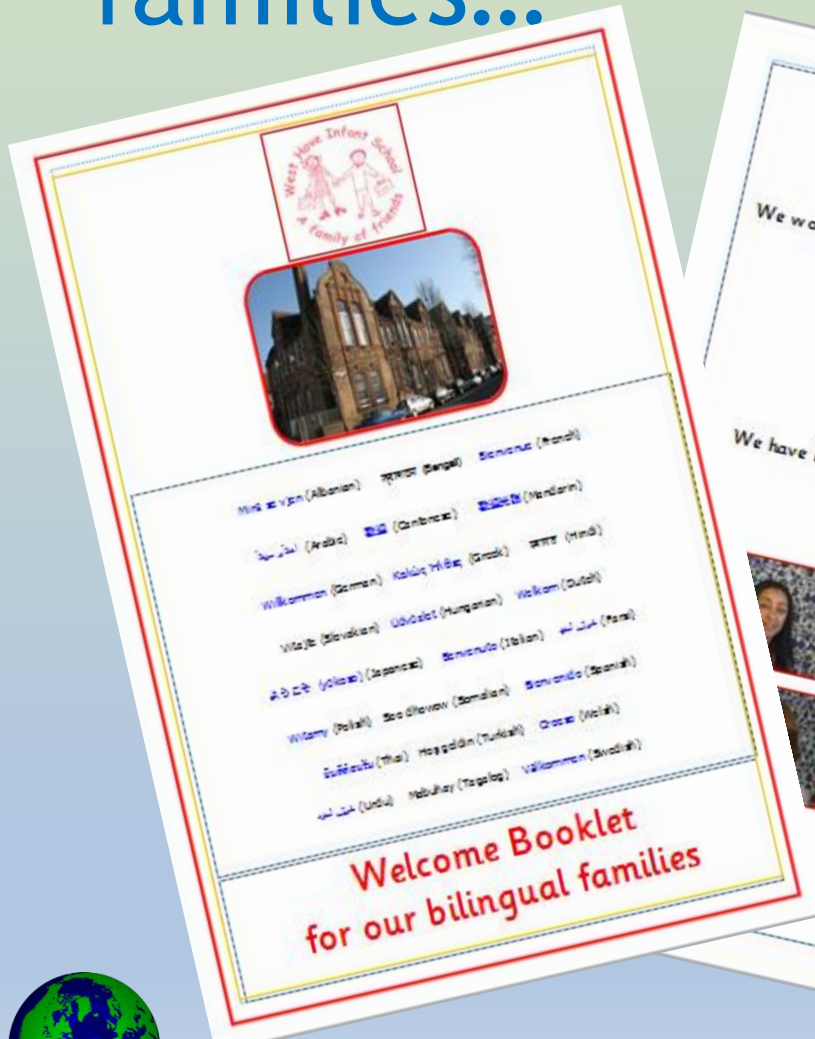


Parents and  
carers are  
warmly  
welcomed

## PARENT/CARER ENGAGEMENT



# Welcome booklet for our bi-lingual families...







We have been asked to share our excellent practice with other schools within the local authority

One of our teachers was identified as a 'Community Champion' for his work with our EAL pupils.

Other work has also been formally recognised by outside organisations...

## EXTERNAL RECOGNITION



# Anti-Bullying and Diversity Audit



*‘There is a wide range evidence of very good practice in place related to reflecting the diversity of the school community in its environment and the use of display and resources to challenge stereotypes and support wellbeing.’*

*‘The overall sense was that all school staff were thoughtful and reflective about the content of displays and resources....’*







*‘Particularly impressive were the pupil self-portraits which indicated class discussion and resources which enabled the representation of a range of skin colours and tones.’*

*‘A member of staff was also seen encouraging one child to translate for another to support them in getting changed for PE.’*





*‘When asked about welcoming a new child into their class and one that could not speak English the children talked about the role of staff (EMAS) in supporting them and how they would smile and welcome them.’*

*‘One child said he would ask his teacher if he could go on the computer to ‘research’ the child’s language so he could speak to them.’*







*‘What was noticeable and positive is that pupils saw new arrivals as the ‘normal’ business of the school.’*

*‘The contribution of EMAS is valued by the school and this partnership working has led to some excellent practice such as the Welcome Booklet for Bilingual Parents and the Takafa Coffee Mornings.’*

**Sam Beal, Partnership Adviser: Health and Wellbeing, Standards and Achievement Team, Brighton and Hove**



# Inclusion Quality Mark



*'The consistently inclusive atmosphere on the two sites, values the diversity of its population.'*

*'Whilst there are differences in demographics between the two campuses, staff have thought carefully about celebrating the features of the communities they serve.'*





*‘In the Connaught Rd site in particular, with the greater number of EAL children, there is a continued theme of ensuring that families whose origins are from all around the world, are respected by the school. ‘Colourful and thought provoking displays refer to a variety of cultures and different languages are represented.’*



*‘The school uses the services of external partners, such as EMAS. On the day of the assessment, a coffee morning was being held for EAL parents, coupled with a presentation in relation to how phonics was taught in the school.’*

*‘Every effort had been made to make the parents felt welcome, and the staff involved greeted the parents with warmth and respect.’*





West Hove Infants: Celebrating diversity, promoting acceptance and creating safe havens for children from all over the world...