

	<p>Notice boards for parents reflecting linguistic and cultural diversity of school community?</p> <p>Range of extra-curricular events (past and future) displayed and reflecting culture and active involvement of full range of school community nationalities and ethnicities?</p>	<p>Y</p> <p>Y</p>	<p>so as to assist parents understanding.</p> <p>The school have engaged with the Refugee Council who supported the Syrian families in their initial resettlement and taken every opportunity to support the families and meet the needs of the children</p> <p>Reception staff are focused on welcoming visitors and ensuring security, they are familiar with dealing with parents and carers from a wide range of nationalities and are supported by school staff to ensure this is effective; if some element of training and awareness of EAL parents and carers is thought to be in need of updating this could be included in bespoke staff training from the North Yorkshire EAL/GRT Service eaigrt@northyorks.gov.uk Main office Tel: 01609 532460</p> <p>In the main corridor there are many display reflecting the diversity of the school, a wide range of individuals and outside agencies. All displays are aimed at visual impact, but do have text and signing to ensure visual communication Hello signs in different language are evident across the school</p> <p>The displays reflect the curriculum and recent events shared across the school that often involve parents / carers and the local community.</p> <p>The main area does have displays reflecting the range of nationalities and languages across the school.</p>
<p>Around the school: corridors, common areas</p>	<p>Displays reflecting cultural diversity of school community?</p> <p>Displays of topic/ subject area reflecting cultural/ historical / linguistic background of</p>	<p>Y</p> <p>Y</p>	<p>The displays around the school are bright and eye catching; they are easily interpreted through, visuals, text and signage for both visitors and pupils..</p> <p>Hall displays reflect recent Harvest celebrations and is accessible through visual signage to all</p> <p>Displays across school in open areas reference key celebration events such as Harvest Festival, Mental Health Week, LGBT Pride in Diversity Day, Wedding Week and Refugee Week to mention but a few: the school is very open to celebrating key events and this is often reflected across the school.</p> <p>The school fosters open relations with the local community and individuals and groups are regularly invited</p>

	<p>school community?</p> <p>Visual displays reflecting ethnic diversity of school community? Range of home languages visible around school?</p> <p>Visuals used instead of text to ensure universal understanding of displays/ notices/ timetables/ dinner menus/extra-curricular events?</p> <p>Displays emphasising anti-bullying/ anti-racism ethos?</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>to share events.</p> <p>This is visible via displays across the school and in classrooms.</p> <p>It is important to understand that while the school does have a number of EAL pupils, they may not be communicative in their home language or have any recognition of it. Some parents / carers also have limited skills in their home language.</p> <p>Because of the nature of the school, communication is a vital element and this is portrayed excellently across the school with visual signage, images and labels used very positively indeed. Visual communication is a necessity and used very well indeed across the school; all staff are aware of the need to use and apply this in all interactions.</p> <p>Key rules and expectations are illustrated through a wide range of display as is wellbeing, respect and rewards.</p>
Classrooms/ learning areas	<p>Visual support for current/recent topics displayed around the room?</p> <p>Key words for current topic displayed in room?</p> <p>ME pupils seated</p>	<p>Y</p> <p>Y</p>	<p>Across the school from Primary to Secondary there are a number of formal and semi-formal learning classrooms. Teachers and TAs are very focused on meeting the needs of every pupil; as a special school many of the pupils have considerable needs, the range of needs is extensive, with some having oral communicative skills and others being completely non communicative. Every pupil is provided with the necessary provision to enable either their sensory or oral communication skills to develop. Across the school there are many “breakout” areas where individuals and small groups can be taken for specific focused work such as sensory rooms, more tactile environments for those with visual impairment, individual desk areas, soft play areas and specific Autism friendly environments.</p> <p>All staff are trained to ensure that they are able to meet the necessary needs of each individual. All pupils are very closely monitored and given small achievable targets; their progress is monitored and evaluated</p>

Teaching and Learning	appropriately (pairs/groups/location) re peers and adults in room?	Y	daily. Teachers and TAs use and apply a wide range of resources and strategies to overcome communication issues, address the pupil's well-being and develop where possible appropriate levels of independence.
	ME pupils participating in class activities?	Y	Signage is used extensively across the school and Makaton applied in every classroom. For pupils with non-communicative skills a range of physical resources are used as points of reference to ensure they understand what is happening now and next. Other pupils have visual timetables and apply picture exchange cards (PECS) to communicate. In addition there are small recording buttons to enable individuals to respond and express themselves.
	Evidence of ME pupil work on walls alongside monolingual pupil work?	Y	All pupil contributions are acknowledged and celebrated equally.
	ME pupils showing understanding of class topic/activities?	Y	All pupils are given access to the curriculum at their level and staff are very responsive to their needs. Resources are used for communication and reassurance. Some classrooms are more tactile while others are designed for Autism specific needs.
	ME pupil's work show evidence of differentiation and progress in writing skills over time?	Y	Many of the EAL pupils are nonverbal so staff apply a more sensory approach to communication. EAL pupils make excellent progress as appropriate to their abilities, some pupils with limited communication ability are now using 3 word sentences and have a wide range of single word vocabulary; the well-being of refugee pupils has greatly improved and they are developing very well.
	Teacher comments in work book supportive of effective language development?	Y	Communication between teacher and pupil is ongoing and praise and reinforcement is given in response to all interaction to promote self-confidence and self-esteem. EAL pupils are able to sign (Makaton) and use PECs to communicate; they are given excellent attention to develop their language skills as appropriate. All staff are able to apply their knowledge and understanding to support pupils development and enhance their life experience. Displays are used as teaching tools in the classrooms to reinforce key vocabulary and secure understanding. Sensory story telling is used to enhance learning.

	<p>TA support effective for ME pupils in lesson?</p> <p>Teacher employs strategies supportive of ME pupils in lesson?</p> <p>Evidence of resource /strategy differentiation to support ME language development in the curriculum?</p> <p>ME pupils demonstrate confidence and understanding throughout lesson?</p> <p>Teachers apply differentiation to first level quality teaching</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Assemblies cover a wide range of topics and offer opportunities for the school community to share and celebrate their experiences.</p> <p>Each Friday there is a bakery which is open to parents / carers and individuals from the local community for them to buy cakes and this is well attended.</p> <p>Termly coffee mornings also offer opportunities to share with the schools wider community</p> <p>Celebration events are often shared in the local church and very well attended by parents / carers and the local community.</p> <p>Communication between parents / carers of EAL pupils can be difficult especially as some are not fluent in their own language. The school have developed their own home / school communication books using symbols rather than text to show what the child had been doing. School letters are translated in to home languages and adapted as necessary to assist clarity. Rania Elkady the EAL / GRT bilingual ATA is used to assist in home school communication for the Syrian families and clarify any points needed.</p> <p>Pupils from across the school demonstrate confidence in their interactions, they are provided with every opportunity to engage with the curriculum at their level and given the appropriate differentiation in order to achieve this.</p> <p>Older 6th form pupils are provided with opportunities to learn life skills; there is a fully equipped kitchen with visual labels and signage to enable them to develop their independence.</p> <p>There is a 6th form B tech group, targets are clearly displayed and a recognised reward system in place. There is a whole school council where pupils can make suggestions and discuss matters that are important to them; they have recently introduced a crystal reward system through this approach.</p> <p>There are supported internship opportunities for some pupils which have proved to be very successful.</p> <p>Every class goes on a weekly trip to provide opportunity to experience the wider world; some attend horse riding sessions.</p> <p>There are lunch time football groups and a sing and sign choir which the pupils enjoy attending.</p>
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<p>School Website</p>	<p>Accessible information Visual information Translation options</p>		<p>The school is very active in the local community and pupils produce a calendar for resale in order to raise funds for the school. There are many joint community fundraising events and the school has good local sponsors which assist them in the development of the school.</p> <p>The school is currently going through the accreditation process to become a School of Sanctuary and having looked through the evidence file, I think they are very well placed indeed to attain this title. The work that the school does is exemplary and their commitment to diversity and inclusion for all is without question.</p> <p>The school is very active in their social media and submit at least 2 items daily to this forum; this is a very active forum and provides daily contact for all stakeholders. EAL parents and carers will find his particularly useful to keep in touch with what their child is doing at school</p> <p>The website is very informative and provides information for all stakeholders. There are images, latest developments and parent information areas</p> <p>A wide range of policies and information is available to view and provide information for all stakeholders.</p> <p>Within the Equality Policy a clear statement defines the school's perspective:</p> <p>“Equal opportunities lie at the heart of all that we do at Springwater School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school”</p> <p>Guidance is provided for all stakeholders I could not find a translation option on the website, so it is important to ensure this is available.</p>
<p>Policies and Practice</p>	<p>Policies reflect the diversity of the school (local area)</p> <p>Policies direct staff and provide appropriate levels of guidance</p> <p>Accessibility of policies for stakeholders</p>		

MEA EAL Health Check – Suggested Areas of Development

Area of Development (3)	Why this is necessary	Action to be taken	Expected Impact
<p>Ensure that there are translation options available on the school website</p>	<p>Some stakeholders will not understand English</p>	<p>Locate the translation options on the site and ensure they are active</p> <p>New parents especially EAL should be shown the website and taught how to locate the information within</p>	<p>EAL Parents / carers will have the option of looking at the information in their own language over time</p>
<p>Continue to provide training opportunities for mainstream schools and engage with HE institutions and SCIT alliances to share your skills and experience to a greater degree; Initial Teacher Training Students through the alliance routes as well as the undergraduate routes</p>	<p>You have excellent practice especially in elements of language and communication, your approaches and practice would benefit other (mainstream) practitioners and help them appreciate the stages of understanding and development pupils need to experience</p> <p>You are able to offer detailed insight in to provision for communication & language, autism and the use of resources to promote engagement and understanding</p>	<p>Discuss possibilities of providing placement opportunities for SCIT students</p> <p>Provide experiential information days as an option for students on SCIT PGCE routes</p> <p>Promote your skill set across the wider educational sector, especially for mainstream practitioners</p>	<p>Good practice and approaches will be shared across a wider audience</p> <p>Student teachers and practitioners can develop their appreciation of how children learn and how they can support the small steps of development</p>
<p>Consider initial “welcome” displays in the Reception Area</p>	<p>This would give an immediate and clear insight in to the ethos of the school for all visitors</p>	<p>Reflect the inclusive ethos of the school</p> <p>Reflect the diversity of the school community</p> <p>This will enhance the information that is available through other forums and within the school</p>	<p>Visitors will have an immediate focus which displays the diversity and inclusion across the school</p>

Action plan proforma

What		How	Who	When	
Target	Why			Completed	Reviewed