

RAISING ACHIEVEMENT FOR BLACK, ASIAN & MINORITY ETHNIC CHILDREN



St. Werburgh's Park Nursery School

Practice Guidance for Early Years Foundation Stage (DfES 2012)

is intended to help practitioners plan to meet the individual needs of all children. Practitioners should deliver personalised learning; development and care to help children get the best start in life. They must promote positive attitudes to diversity and difference within all children so that they learn to value different aspects of their own and other people's lives. Practitioners must plan for the needs of Black, Asian and Minority Ethnic backgrounds, including those learning English as an Additional Language. The focus should be on removing or helping to counter underachievement and overcoming barriers for children where these already exist.

(DfE 2017) For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit

from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Principles for Early Years Education

These principles are drawn from and are evident in, good and effective practice in early year's settings.

Practitioners should ensure that all children feel included, secure and valued. **They must build positive relationships with families in order to work effectively with them and their children.**

Families and practitioners should work together **in an atmosphere of mutual respect within which children can have security and confidence.**

No child should be excluded or disadvantaged **because of ethnicity, culture or religion, home language or family background.**

Putting the Principles into Practice

These principles require practitioners to work in partnership with families to support each individual child and ensure no child is disadvantaged or excluded. This is demonstrated when practitioners:

- Manage carefully the transition between home and setting and between different settings, to support everyone involved;
- Establish feelings of trust and respect with families and children;
- Treat children as individuals to ensure each has equality of opportunity;
- Find out about the child's ethnic faith and cultural heritage and home experiences, so that familiar experiences and interests can be used as starting points for learning and teaching.
- Promote self confidence and a positive attitude in all children, whatever their ethnicity and home language;
- Recognise that being successful and feeling confident and secure are major factors in protecting children against early failure;
- Use materials, equipment and displays that reflect the community the children come from and the wider world;
- Plan an environment free from stereotypical images and discriminatory practice;
- Include the local community and environment as a source of learning

EFFECTIVE INDUCTION FOR CHILDREN & FAMILIES

At St. Werburgh's Park Nursery School we try to:

- Hold an induction meeting for new families with multilingual support and visual information
- Where possible home visit every child with multilingual support staff and take along culturally appropriate toys and multilingual story books in the home language
- Where appropriate practitioners help settle the children and offer families support & information in their home language.

The priority for all our planning for teaching and learning within the first term is children's personal, social and emotional development.....settling the children.....supporting their growing sense of identity and belonging for both children and their families.

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Vygotsky's theory suggests that development occurs on the social level within a cultural context and language is a major channel used by adults to initiate children into developing a particular view of the world. He considered acquisition of language as a major milestone of cognitive development in addition to organising thought and knowledge. (Vygotsky 1978)

Play underpins all development & learning for young children. Most children play spontaneously, although some may need adult support & it is through play that they develop intellectually, creatively, physically, socially & emotionally.

- All group times are differentiated to be accessible to all
- All activities are visual, hands on learning experiences and children will have the opportunity to return to them and consolidate their learning
- Photos are used to welcome children into groups and encourage awareness and naming of others
- As ever staff act as a positive role model for children, appropriately supporting them to scaffold new learning and support friendships
- Staff support friendships and encourage children to communicate with each other in their first language
- Visual timetables are being developed for each class
- Through a cohesive policy children are continuously supported to develop the skills for conflict resolution to support co-operative play
- Visual strategies for sharing have been introduced across the nursery e.g. using a sand timer
- A small group runs once a week to support children with their acquisition of English.
- All children have 'Next Steps' identified for them by staff and families/carers at regular Parent Consultations. Children with EAL have an additional 'Next Step' identified by multilingual support staff & families focusing specifically on their acquisition of English
- Children's home language is valued and families/carers are encouraged to continue to speak to their children in their home language

Relationships throughout the school are excellent resulting in children's behaviour being typically outstanding. Due to the very high level of care and support, children feel very safe and develop an exceptionally mature attitude to their learning in class and around the school. OFSTED

Some examples of effective practice we have used for working with Black, Asian and Minority Ethnic children and their families – with emphasis on settling.

CHILDREN	FAMILIES
<ul style="list-style-type: none"> • Finding out special interests on a home visit to become a starting point at nursery • Use a variety of strategies for introducing children to the environment and routine e.g. visual timetables, photographs of the areas of the nursery and experiences on offer, photographs of the children with their family, with their groups etc, playing games or singing songs to show children resources and support them in naming them and knowing how they can be used • Making books of children at play, with friends, of what they can do or like doing best, about home etc • Use the digital camera to record and display them exploring different experiences to support conversation and language development • Have regular multilingual story times • Learn songs and rhymes in home languages • Have their names and labels and text for displays translated into all home languages • Ensure positive images that they can relate to are displayed around the nursery and bilingual and culturally relevant books • Ensure culturally appropriate and stimulating resources in all nursery areas 	<ul style="list-style-type: none"> • Families are asked to stay as a child is inducted, but then welcomed to stay whenever and encouraged and kept informed by our multilingual support staff. • We have living newsletters – they are given out on the day our multilingual staff are in school who translate and explain the content • We have regular parent consultations that are supported by a translator when possible. We have home visit questionnaires in community languages to enable families to comment on induction – the responses are monitored as a basis for school performance • We ask every parent/carer settling a child to read our Race Equality Policy and add their thoughts and comments. The policy is translated into 4 of our community languages • Signs and important notices are displayed in community languages where possible • Our Play & Learn Packs offer translated information on learning together with young children and are culturally appropriate