

Welcome to EMA provision in Sydney Russell School

There are currently 72 countries and 56 languages represented in Sydney Russell School.

At Sydney Russell our skilled Inclusion Team endeavours to ensure that neither impediment to literacy and language acquisition, nor ethnic minority, refugee, asylum seeker or traveller status are barriers to attainment.

Our aim is to build strength and success through such diversity. We celebrate the richness and multiplicity of language, culture and religion, while always honouring the difference.

Through assessment, monitoring and tailored interventions our team of experienced teachers, teaching assistants and mentors provide the bridges necessary to raise self esteem, promote attainment and secure qualifications

Ethnic Minority students receive support for both 'language acquisition' and 'literacy enhancement'. Support is also given in cases where cultural difference or life experience has impaired learning.

There are 6 main means of support –

- (i) withdrawal classes. (intense language/literacy emphasis).
- (ii) support in the classroom. (language/subject orientated).
- (iii) supportive reading. (target students)
- (iv) homework support. (voluntary/subject based)
- (v) 1:1 support. (mainly 16+).
- (vi) intervention. (refinement to meet targets).

Support is divided into three main bands – (i) Key Stage 3. (ii) Key Stage 4. (iii) 16+.

Within these bands students are grouped according to their level of need, not according to their year group/age.

Targeted Students

NCL – pre level 1 / level 1 / 2 Induction Class

Students with little or no English are assessed at their initial school interview. These students then receive intensive language tuition in a small dedicated group. This constitutes withdrawing these students from timetabled lessons 8 - 10 lessons per week to receive instruction and practise in 'listening/speaking/reading/writing.'

Currently there are very few non - English speakers attending Sydney Russell, as places are in demand and therefore unavailable to 'casual admissions'. As a result, such students are withdrawn less. Support within the class subject is preferred.

NCL2-5 Withdrawal Classes

Withdrawal classes can be offered up to NCL 5. This is to allow EAL students the opportunity to reach their true potential.

Language at G.C.S.E. standard takes 5 years to acquire even though the student may be socially proficient.

Most classes comprise just one withdrawal lesson per week. A student may be included in more than one withdrawal group initially to accelerate progress.

NCL 0 - 5. ' In Class Support' is offered to both target students (who attend the withdrawal lessons), and 'monitored students' (those students who no longer require such intense support).

- A lunch time club is run for all EMA students.
- Here they receive help with homework, problems and worries or they just come along to chat together.

Staff

An expert and dedicated EMA teacher is in charge of all withdrawal classes.

The EMA teacher and teaching assistants support in class, give reading support, attend the homework sessions and support 16+ in liaison with sixth form tutors.

Our provision together with a forward thinking advisory team supports all endeavours to ensure the majority of our students achieve more than they had ever hoped for.

- Outside Agencies may be called upon to provide further assessment, useful strategies and resources to meet individual needs.
- External Exams
If assessment suggests there is a need for the support of a reader, scribe or transcriber, an application is submitted to the appropriate boards for authorisation. The assessment is based on SEN criteria.
- At least one major project is undertaken each year to celebrate diversity. This has included an art exhibition depicting 'scenes from home', links to a school in India via 'pen pal letters', a dance celebration, plus an in depth academic collaboration with the science and maths departments. The department has produced a book show-casing 'food in the community'.

Homework

Homework is set little and often to reinforce the processes of language acquisition and literacy attainment.

Marking of Work

The majority of the marking for both class work and homework is undertaken with the student present in class. However, one piece of extended writing is selected per half term for close scrutiny and formative assessment. This formative assessment of progress in writing skills provides literacy targets which are opened out into all subject areas for the following half term.

Assessment for Learning

Setting appropriately challenging targets through the analysis of pupil performance data and establishing rigorous monitoring and tracking systems are the best foundation for ensuring that the Special Educational Needs of students are met.

In our EMA Team we set appropriately challenging targets by analysing a pupil's performance against national benchmarks of attainment and progress. Diagnostic analysis identifies the strengths and weaknesses in performance of individual pupils and groups and informs lesson planning and the use of intervention programmes.

Pupils' progress is monitored and tracked across time and across subjects using a range of performance measures including teacher assessments, teaching assistant assessments and test results. All staff work collaboratively to gather, share and use information about pupils' Special Needs.