Ethnic Minority and Traveller Audit Tool

Tick the relevant column and provide examples to support judgment as appropriate.

Area of focus:	Evidence of practice			Comments
	Not yet in place	Developing	Well established	
Leadership and Management				
1.1 SLT provides an active lead in raising the attainment of Minority Ethnic, bilingual and Gypsy, Roma and Traveller learners				
1.2 School Development Plan includes objectives relating to the attainment of Minority Ethnic, bilingual and Gypsy, Roma and Traveller learners				
1.3 School's CPD cycle includes regular opportunities for all staff to receive training relating to Minority Ethnic, bilingual and Gypsy, Roma and Traveller learners				
1.4 Funding for English as an Additional Language is targeted appropriately and monitored to ensure it is adding value				
1.5 Systems are in place to collect language and ethnicity data sensitively and to ensure its accuracy				
1.6 Attainment data is monitored by ethnicity and first language, trends are identified and appropriate interventions are put in place				
1.7 Attendance is monitored by ethnicity and appropriate support is provided to promote good attendance				
1.8 Equality statement (to comply with Equality Act 2010) in place				
1.9 Racist incidents are recorded, reported and followed up appropriately				
1.10 Efforts are made to recruit staff and Governors from a range of ethnic groups				
Teaching and Learning				
2.1 Curriculum is culturally inclusive and				

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opportunities are maximised to celebrate diversity				
2.2 Curriculum provides opportunities to explore identity and address racism and bullying				
2.3 Pupils are grouped appropriately to provide positive language role models and appropriate academic challenge				
2.4 Language learning opportunities are maximised in all curriculum areas				
2.5 Visual prompts and artefacts are used to support learning				
2.6 Academic language skills are explicitly taught				
2.7 Pupils take part in collaborative learning activities				
2.8 Speaking and listening activities are integrated into the curriculum				
2.9 Active reading strategies, such as text marking and mapping activities, are in evidence across the curriculum				
2.10 Writing skills are developed through modelling, oral rehearsal, shared and guided writing				
2.11 Scaffolding is provided through use of graphic organisers, appropriate ICT and visual support				
2.12 Language and process is modelled by both adults and peers				
2.13 Pupils have the opportunity to use their first language to support their learning and English language development				
Pupil Support and Intervention				
3.1 Staff understand the differences between SEN and EAL, ensuring appropriate pupil groupings				
3.2 QCA Steps assessment record is used to track progress of EAL learners working below Level 2 of National Curriculum in English				
3.3 Appropriate assessments are used to identify				

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any gaps in learning or areas of talent				
3.4 Appropriate interventions are targeted to address gaps in learning				
3.5 Interventions are time limited and measured to assess their impact on Minority Ethnic, bilingual and Gypsy, Roma and Traveller learners				
3.6 New vocabulary is pre-taught and pupils are provided with personal vocabulary banks				
3.7 Dual language dictionaries are available for pupils literate in their first language				
3.8 Support by additional adults is targeted, planned and monitored				
3.9 Pupils have specific language development targets in addition to curricular targets				
3.10 A safe place is designated as a retreat for vulnerable pupils				
3.11 Minority Ethnic, bilingual and Gypsy, Roma and Traveller pupils are encouraged to attend homework clubs/ revision clubs and their attendance is monitored				
3.12 Provision is made for pupils to take examinations in home or community languages (if appropriate)				

Transition and Transfer

Induction

4.1 Systems are in place to offer effective induction; quick, accurate and effective assessments; and personal and curricular support				

Transition Within School

4.2 Transition plans are put into place for vulnerable pupils making transitions within school				

Transfer Between Schools

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4.3 Primary and Secondary (or First, Middle or Upper) schools work collaboratively to support vulnerable Minority Ethnic, bilingual and Gypsy, Roma and Traveller pupils and their families				
4.4 Support is provided for attendance at induction days and additional visits are arranged if appropriate				
4.5 Information is shared between schools to ensure that pupils receive appropriate emotional and educational support				
4.6 Schools collaborate to ensure continuity of intervention programmes				
4.7 Buddies/ peer mentors are allocated to vulnerable pupils				
4.8 Parents/carers are supported to visit new school and/or are visited at home by staff of new school				
Learning Environment				
5.1 Entrance hall welcomes Minority Ethnic, bilingual, Gypsy Roma and Traveller pupils and their families through positive images, welcome booklets and multilingual greetings				
5.2 Multi-lingual notices allow parents/carers to access information				
5.3 Signs are multilingual and reflect the languages spoken within the school				
5.4 Displays reflect the ethnic, cultural, linguistic and religious backgrounds of the pupils in the school				
5.5 Interactive displays are in place to reinforce curricular and language learning objectives				
5.6 Displays are initiated by children, in addition to adults, and celebrate both collaborative and individual work				

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5.7 Displays include global perspectives				
5.8 Key vocabulary is displayed				
5.9 Visual prompts are displayed				
5.10 Visual timetables are in use				
5.11 Reading materials within classes and the library value diversity; include fiction and non-fiction from a range of cultures; and challenge bias, stereotyping and racism				
5.12 Dual language books are available in classes and the library				
Parent/Carer and Community Partnerships				
6.1 School staff have positive relationships with Minority Ethnic, bilingual and Gypsy, Roma and Traveller parents/carers				
6.2 Information is shared with bilingual parents/carers through use of interpreters and translators (if appropriate) and is shared orally with parents/carers with literacy difficulties				
6.3 School actively seeks views of Minority Ethnic, bilingual and Gypsy, Roma and Traveller parents/carers and uses these views to improve practice				
6.4 Opportunities, such as information evenings and workshops, are provided to inform parents/carers about how they can support their child's learning				
6.5 Minority Ethnic, bilingual and Gypsy/Roma and Traveller parents/carers are encouraged to participate in school life e.g. by sharing skills within lessons				
6.6 School has effective partnerships with wider Minority Ethnic, bilingual and Gypsy, Roma and Traveller communities				

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Whole School Ethos				
7.1 Minority Ethnic, bilingual and Gypsy, Roma and Traveller pupils are represented in all aspects of school life, such as on the school council and in school teams				
7.2 School provides opportunities to hear the views of all pupils, including Minority Ethnic, bilingual and Gypsy, Roma and Traveller pupils				
Including New Arrivals				
8.1 An admission interview takes place before the new arrival starts to gather information on their educational, cultural and linguistic background				
8.2 Ideally there is a minimum gap of 3 days between when the admission interview takes place and the new arrival starts				
8.3 Information gathered at admission interview is shared with all staff				
8.4 A senior member of staff takes responsibility for the induction process and acts as an induction mentor for the new arrival				
8.5 New arrivals are allocated a buddy or peer mentor, preferably one who speaks the same language				
8.6 Fans with pictures and simple phrases are provided to help new arrivals to communicate needs				
8.7 All staff and children learn basic greetings in new arrival's first language				
8.8 Outdoor learning opportunities are provided, particularly for new arrivals who have not previously accessed education				
8.9 Assessment of new arrivals is gathered from				

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a wide variety of sources, including school reports from schools outside the UK and first language assessments where possible				
Gypsy, Roma and Traveller Inclusion				
9.1 Gypsy, Roma and Traveller pupils' own interests, learning styles and skills are valued and are used to support learning				
9.2 Gypsy, Roma and Traveller cultures are embedded across the curriculum and visible throughout the school through texts and resources used				
9.3 As part of the celebration of different communities' cultural and religious festivals, Gypsy, Roma and Traveller cultural events such as Appleby Horse Fair, Stow Horse Fair and Epsom Derby should be celebrated				
9.4 Regarding homework, staff are sensitive to the needs of Gypsy, Roma and Traveller pupils whose parents may have literacy difficulties and/or who may have limited space to work at home				
9.5 Appropriate provision is made for seasonal Travellers, such as access to distance learning materials				
9.6 School staff understand the difference between home and school behaviour codes				
9.7 Career and vocational guidance encourages Gypsy, Roma and Traveller pupils to have high expectations				
9.8 School has a consistent approach to enforcing attendance whilst respecting the right to a nomadic lifestyle				

Adapted from "New Arrivals Excellence Programme Guidance" (DfES, 2007) and "Moving Forward Together: Raising Gypsy, Roma and Traveller Achievement" (DfES, 2009)