

Hadrian School Pupil Premium Strategy Statement 2023-2026

Year 2023-2024

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hadrian School
Number of pupils in school	185
Number of pupil premium eligible pupils	94
Proportion (%) of pupil premium eligible pupils	50.1%
Academic years covered by strategy	2023/2024 to 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Chris Rollings Head Teacher
Pupil premium lead	John Mosley
Governor lead	Norvil McClurg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£119,000

Part A: Pupil premium strategy plan

Statement of intent

Hadrian School is a school for primary aged children with a wide range of additional needs including complex, profound and multiple learning difficulties, severe and moderate learning difficulties, speech and language needs, physical, perceptual and sensory needs. Pupils' Education Health Care Plans identify these needs, the provision they require and sets aspirational aims and outcomes for each individual. We will use pupil premium funding to help us support our pupils to make progress towards individual long-term outcomes in line with the shared vision detailed in pupils' Education Health Care Plans. We help all our children overcome their personal difficulties through highly trained and expert specialist teaching, through our highly individualised curriculum pathway approach and our partnership work with parents / carers and health professionals.

Pupils attend our school from across the city of Newcastle. We also have a small number of pupils who reside in neighbouring local authorities. Our families make up a diverse community with a wide range of differences in socio-economic status.

Looking back over the previous three-year cycle, we have achieved many of our goals and projects – as detailed in the School Development Plan and Head Teacher's reports. We are proud of our 'Outstanding' Ofsted inspection in 2023, yet as always, we are relentless in our resolve to continuously improve our offer to our pupils and families. Our pupil premium strategy compliments our School Development Plan through our commitment to ensuring the high quality of children's Education Health Care Plans, a high-priority for reading and 'Preparation for Life' learning, and embedding trauma-informed practice through our relationship support and Thrive approach.

Our focus remains high quality teaching for all, covering all areas of the academic and therapeutic curriculum and emotional wellbeing. This is based on a robust understanding of need gained through collaborative work with parents, health professionals and social care, assessment and evidence of learning, therapeutic support and emotional development as well as robust safeguarding procedures. Our pupil premium strategy aims to demonstrate how we close the gap between disadvantaged pupils and their peers. Research published by the Education Endowment Foundation (2019) shows that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well. Because of this

and owing to the highly complex needs of our pupils, a high percentage of whom are in receipt of Pupil Premium, we have taken the decision to direct the bulk of the funds towards high quality teaching and learning for all. Through our highly personalised curriculum, we offer children eligible for Pupil Premium and their peers access to high quality teaching and learning, therapies, relationship support, focused interventions and an enriched curriculum that meets the needs of each individual. As our school motto states, ***“Together we make a difference”***.

Challenges

Challenge number	Detail of challenge
1	<p>Learning Difficulties as detailed in individuals’ EHC Plans</p> <p>All children at Hadrian School, including those eligible for pupil premium have significant learning disabilities, often linked to wide-ranging cognition, communication, emotional, physical and sensory needs. Many pupils may not have developed <i>learning-to-learn</i> skills to enable them to access academic learning. Pupils may also require a much higher level of adult support to be able to access learning at all. Many children at Hadrian School have complex medical needs such as those that affect their mobility, sight and hearing. Many children also have sensory needs, which require high levels of therapeutic intervention. If children do not receive sufficient levels of high quality therapy they may have difficulties in accessing other areas of learning. Pupils’ learning difficulties have a big impact on their levels of independence and practical life skills.</p>
2	<p>Health Needs</p> <p>Many children at Hadrian School , including those eligible for pupil premium have complex physical and health needs such as those that affect their mobility, motor skills, sight and hearing as well as conditions such as epilepsy. These issues can have a profound impact on their ability to access learning.</p>
3	<p>Emotional Development</p>

	<p>For many children who attend Hadrian School, it can be a challenge for them engage in new or unfamiliar learning activities. Their emotional needs may also impact their ability to learn. At Hadrian School we are seeing an increase in the number of pupils with complex autism and high sensory regulation needs. Our assessments and safeguarding processes show that a relatively high percentage of children who attend Hadrian School have SEMH issues around attachment, trust, self-esteem and well-being. Children can find it difficult to regulate their behaviour in different situations, and may lack the confidence to fully engage in learning opportunities</p>
4	<p>Parental Engagement</p> <p>Evidence shows that improving parental engagement can have a significant impact on pupil attainment. Our families make up a diverse community with a wide range of differences in socio-economic status. Our observations, discussions and safeguarding processes show that the extent of parental engagement with our most disadvantaged pupils is variable. Some parents may not have the capacity, understanding or skills required to consistently support their child's education. This may be further compounded by a lack of access to social care services, community OT and housing that is unsuitable for the needs of the child.</p>
5	<p>Access to Wider Experiences</p> <p>Our discussions with families shows that disadvantaged pupils generally have limited access to life-enhancing experiences and opportunities, which could enrich and support their independence, life skills and engagement with learning.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Good attainment for disadvantaged pupils in all areas of identified in their EHC Plans, relative to their starting points as identified through termly assessments.	Achievement of children's short-term outcomes detailed in their Personal Learning Plans and evidenced through eBooks or workbooks.
Disadvantaged pupils are empowered to develop their independence and life-skills to help them prepare for life beyond Hadrian School. Across all curriculum pathways and in line with pupils' shared long-term EHCP outcomes.	Ensuring the high quality of children's Education Health Care Plans through updated guidance and procedures with the aim of effective partnership between education, health, social care and families that leads to children making progress towards a clear, shared vision. Supported and checked by SLT.
Effective trauma-informed practice and relationship support by emotionally literate adults to support PP learners' emotional well-being and engagement with life and learning.	EHCPs, Relationship support plans, Thrive assessments, Thrive profiles, PLPs, and eBooks are all in sync and clearly show and evidence the intent, implementation, and impact of the Thrive approach on each child.
Children are well supported with their reading and communication and so that they effectively use bespoke systems to support their understanding and expressive communication skills	Core vocabulary used consistently across all key-stages. Reading and communication progress clearly demonstrated through EHCPs, PLPs, teacher-planning, eBooks and workbooks
PP pupils with complex physical and sensory needs will at least maintain their physical skills through targeted therapy interventions	Intent, Implementation and Impact clearly demonstrated through EHCPs, PLPs, teacher-planning, physio-reports, eBooks

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

1) High Quality Teaching and Learning (including CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed curriculum framework to support focussed, personalised learning for PP children. Ensuring PLP outcomes are in line with EHCP. Including the developmental class-grouping of children according to curriculum pathways: Sensory and Therapeutic, Explore and Discover, and Subject Specific.</p>	<p>Our own observations and evidence of individual pupils' learning observations helps teachers to meet the needs of the children more effectively and leads to improved outcomes. Our conversations with parents at children's EHCP annual reviews demonstrates that children's learning is more highly focussed on their priorities.</p> <p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping?utm_source=/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping&utm_medium=search&utm_campaign=site_search&search_term=grouping</p>	<p>1, 3</p>
<p>Provide class teachers with dedicated time to ensuring that disadvantaged pupils' EHCPs accurately detail their current needs, priorities, outcomes (long-term and short-term) , provision, learning approaches. As agreed with parents and relevant health professionals.</p>	<p>Our observations show that high-quality EHCPs are effective in driving children's individual curriculums – ensuring the child receives what they need in order to learn and develop. The EHCP process makes teachers and the leadership team (and relevant health and social care professionals) accountable for the child receiving the provision as set out in their EHCP.</p>	<p>1</p>
<p>To provide release time for middle and senior leaders to observe, assess and</p>	<p>The Education Endowment fund points to the importance of understanding assessment in understanding vulnerable group's</p>	<p>1, 3</p>

<p>provide strategies for pupils that are <i>at risk</i> of not meeting their individual outcomes.</p>	<p>needs, ensuring assessment is accurate for vulnerable groups will ensure strategies are acute and focussed.</p>	
<p>Effective use of our outdoor learning environment in order to improve outcomes for pupils. Utilising community spaces such as Scotswood Community Gardens. Strengthened links with other schools in our community result in sharing of outdoor spaces (e.g. Knop Law Primary School). Forest-School trained staff to cascade knowledge to teachers and support staff to maximise engagement in outdoor learning.</p>	<p>Our observations show that children who can be described as 'hard to engage' and become active learners when their learning is taken outside.</p> <p><i>'A marvellous opportunity for children to learn. A participatory evaluation of Forest School in England and Wales':</i></p> <p>https://www.forestschoolltraining.co.uk/_webedit/uploaded-files/All%20Files/Research%20papers/Marvellous%20opportunity.pdf</p> <p><i>'Forest School and its impacts on young children: Case studies in Britain Liz O'Brien and Richard Murray'</i></p> <p>http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/Forest-School-and-its-impacts-on-young-children_O'Brien_Murray-2007.pdf</p>	<p>5</p>
<p>Continued communication and reading CPD for all staff. Including reading schemes, sight-reading, core vocabulary, Makaton, VOCA, eye-gaze, intensive interaction, communication environment. Use of core vocab communication boards embedded across school environment.</p>	<p>Shared goals and collaborative approach between teaching Speech and Language Therapist colleagues.</p> <p>Communication Matters Journal: https://communicationmatters.org.uk/research/journals/</p>	<p>1</p>

<p>School to renew Clicker8 licences (a computer programme to support writing) across school. Reading tool kit includes CPD tools and sight reading support to provide a clear guide of how to access different approaches to reading. Ensuring that teachers take the correct pathways for their readers.</p>	<p>Case studies including Willow Dene Special School which caters for children with a similar learning needs https://www.cricksoft.com/uk/clicker/success-stories</p>	<p>1</p>
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2) Targeted Academic and Therapeutic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic input: Employment of two full-time Therapy Assistants trained in Halliwick, hydrotherapy and rebound therapy. Deployment of two full-time university placement students to support logistics of delivering therapies</p>	<p>Compendium to Rebound Therapy by Christopher Rollings and Rob Oglethorpe HEADS Water Skills Toolkit by Christopher Rollings and Alice Teasdale</p>	<p>2,</p>
<p>Increase in specialist massage sessions provided by Massage Therapist to 4 full days a week.</p>	<p>We have observed that these 1:1 sessions with a qualified massage therapist can have a lasting impact on the child's regulation. The</p>	<p>2, 3, 4</p>

<p>Child's ability to be regulated and engage with their learning following massage sessions tracked by class teams. Massage therapist to also provide CPD to parents and families and lead whole-class sessions to up-skill class staff.</p>	<p>physical benefits – particularly for those children with high tone are substantial too. Massage may improve quality of life for some people with serious or long-term conditions by reducing levels of anxiety and improving sleep quality (NHS England)</p> <p>https://www.nhs.uk/conditions/physiotherapy/how-it-works/</p>	
<p>Effective Multidisciplinary approach including physiotherapists, SaLT and OT. Appropriate, individual outcomes are jointly set between teachers and multidisciplinary team, feeding into the shared long-term vision as set out in Section A of the child's EHCP. Resulting in disadvantaged pupils' PLP outcomes being, achieved, evidenced and built on.</p>	<p>Progress discussed and evidenced during pupils' annual review of Education Health Care Plans emphasizes the effectiveness of multidisciplinary working in line with a shared long-term vision for the child.</p>	2
<p>Two days of music therapy per week: group and individual sessions from Nordoff-Robbins music therapists. Targeted individual and group sessions.</p>	<p>Our own observations demonstrate the impact that this therapy can have on pupils' ability to be regulated and communicative.</p> <p>Music therapy in the special education setting</p> <p>JEPC11(3&4).vp (soundconnectionsmt.com)</p>	1, 3
<p>School purchase of a second Eye-Gaze device to support the cognition and communication needs of some of our non-verbal pupils who are unable to use their hands functionally. Children identified in partnership with SaLT.</p>	<p>American Speech Language Hearing Association:</p> <p>Eye Gaze 101: What Speech-Language Pathologists Should Know About Selecting Eye Gaze Augmentative and Alternative Communication Systems Perspectives of the ASHA Special Interest Groups</p>	1, 2

3) Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relationship and sex education: Staff to receive bespoke training and resources for the specialist sector in order to be confident in delivery of school approach and aware of statutory requirements.</p>	<p>DfE 2021: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers</p>	<p>1, 3</p>
<p>All children in receipt of PP will receive relationship support and teaching and consistent with the Thrive approach. A range of targeted Thrive CPD including whole-staff refresher, introductory training for all new</p>	<p>The 4 pillars informing the Thrive Approach:</p> <ol style="list-style-type: none"> 1. Attachment theory helps to explain the relationship between a child/young person and their primary caregiver(s). 2. Thrive has created a developmental model, grounded in child development research, that identifies the social and emotional learning experiences required from birth through to adulthood. 3. The field of neuroscience has undergone rapid advances in recent years, prompted by significant innovations in brain imaging. Research has also 	<p>3</p>

<p>members of staff and training for Teachers on using 'Thrive online' to produce targeted thrive assessments and plans</p>	<p>revealed the inherent 'plasticity' of the brain – its capacity to forge new neuronal connections in response to experience. The fact that the brain retains this property to a greater or lesser degree throughout life means that where brain development has been less than optimal, it remains possible to intervene at a later stage to fill the gaps.</p> <p>4. Play is so important to optimal child development that it has been recognised by the United Nations High Commission for Human Rights (1989) as a right for every child.</p> <p>https://www.thriveapproach.com/impact-and-research/research-behind-thrive</p> <p>See also evidence from a range of sources – e.g. EEF, MIND, illustrating the importance of emotional regulation for maintaining positive emotional and mental health and supporting young people to be ready to learn.</p>	
<p>Two further staff to enrol on Licenced Thrive Practitioner training this school year. This school year to include Deputy Head and a Teacher</p>	<p>As above</p>	<p>3</p>
<p>Annual Thrive training for Licensed Thrive Practitioners to keep licenses up-to-date.</p>	<p>As above</p>	<p>3</p>

<p>Thrive room well-resourced with a range of toys and equipment appropriate to the emotional developmental stages of the children. Thrive room guidance and training provided to staff.</p>	<p>As above</p>	<p>3</p>
<p>Senior member of staff trained as a Course Leader for Family Thrive. Together with another Thrive-trained colleague will deliver a series of sessions to a group of parents.</p>	<p>To support our parents and families to implement the Thrive approach with their child to support their emotional development. https://www.thriveapproach.com/impact-and-research/research-behind-thrive</p>	<p>3, 4</p>
<p>To achieve the Attachment and Trauma Sensitive Schools Silver Award in Spring Term 2024 – Implementing and evidencing a framework of support and understanding within which children who have experienced adversity can heal, thrive, play, and learn.</p>	<p>Key components of whole school cultural change as set out by the Evidence-Based Practice Unit, Manchester University/ Anna Freud Centre, (Demkowicz and Humphreys 2019).</p> <p>See also: http://www.attachmentandtraumasensitiveschoolsaward.com/testimonials.html</p>	<p>1, 3</p>

<p>Confident parenting workshops. Open to all and targeted at known areas of need. These sequences of workshops will support parents to feel confident in supporting their children with their complex learning and emotional needs</p>	<p>We have been running these workshops at school for over 15 years. Parental feedback gathered every year demonstrates the impact that the workshops have on the well-being of children and their families.</p>	<p>4</p>
<p>Increase in parents / carers of disadvantaged children using our therapy facilities with their children out of school hours</p>	<p>Physiotherapist's annual reports as part of the EHCP process show the impact of the therapeutic provision is having on helping our pupils to develop / maintain their physical skills.</p>	<p>2, 4</p>
<p>Saturday clubs, summer holiday club and extra-curricular clubs to provide opportunities for additional access to activities that support wellbeing: including sport, therapies, creative activities to support well-being and visits (e.g. – thrive club, cookery club, art club, circus skills, rebound therapy, hydrotherapy, massage).</p>	<p>EEF: Extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>5</p>

<p>Sports coaches will be bought in to provide a broader range of options for children attending clubs</p>		
<p>Access to experiences that provide elements of 'awe and wonder' including workshops with Timbadash Theatre group and in-house sensory drama projects. Timbadash to workshop a new production with a group of pupils with high sensory integration needs. Final performance to include disadvantaged children across school.</p>	<p>Children's responses and involvement in Timbadash's immersive experiences have been captured on video. These experiences have been shown to facilitate high levels of engagement and develop a curiosity in exploring new environments and interacting with new people.</p>	<p>5</p>
<p>Groups of pupils with physical disabilities and / or SEMH needs take part in surfing sessions at South Shields beach with qualified surf instructors during summer and autumn terms.</p>	<p>Numerous studies evidence the therapeutic benefits of surfing on people's physical and emotional health. e.g. https://pubmed.ncbi.nlm.nih.gov/31422168/</p>	<p>5</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This outlines the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

All pupils have benefitted from a highly personalised curriculum as part of either a subject-specific, explore and discover, or sensory and therapeutic curriculum pathway. Our sensory and therapeutic curriculum follows the Engagement Model and our subject-specific and explore and discover curriculums are part of our topic-based Creative Curriculum. Our creative curriculum is a relatively new aspect of our curriculum and ongoing review and development helps to ensure that all children get the best provision possible. Pupils' curriculums are driven by their EHC Plans and evidenced through the EHC review process.

Our internal assessments using the Sir Charles Parsons Assessment Tool (SCART) show that for 2022-2023, 95.7% of children in receipt of Pupil Premium either met or exceeded their target in Maths, English and Science, which had been set a year previously. This is in line with those children who are not eligible for Pupil Premium funding. Engagement records and profiles demonstrate how teachers use their observations to adapt their provision to achieve sustained engagement. This information was shared with parents formally as part of the children's end of year reports.

We mitigated the impact of challenges identified in this strategy through our commitment to maintain a high quality, highly individualised curriculum and a renewed commitment to staff's professional development. Discussions between teachers and SLT as part of the EHCP process improve writing of PLP outcomes. Improved evidence of learning for those pupils not engaged in subject-specific learning is achieved through our eBook approach. Daily monitoring of engagement for all disadvantaged children following the Engagement Model is used to adapt the provision to increase or maintain engagement for all children. Engagement Profiles include a description of what good engagement looks like, how to engage child, what their provision includes, narrative about what changes have been made to the provision to increase engagement, family and partners input and videos of what good engagement looks like for that child. Engagement Profiles are updated and combined with PLP evidence at the end of each term. The achievements of pupils – including disadvantaged pupils – across all curriculum pathways are celebrated most weeks in assemblies through carefully produced videos showing the learning journey of the child across the term. Highlights

Core vocabulary is prominent around schools and is seen to be used by an increased number of staff / classes to support children – including disadvantaged children. The impact of this is seen in eBooks and celebrated in assemblies.

Our highly skilled therapy assistants ensure that where appropriate disadvantaged children get access to high-quality rebound therapy and hydrotherapy. Their input ensures the sessions occur regularly and consistently and that the impact is recorded and built upon.

Massage therapy has had a positive impact on children's well-being and physical health. Recorded on an individual basis with a focus on regulation, engagement, range-of movement, comfort as appropriate. Because of the positive impact we have had an increased demand and so are directing further PP funds to increase the impact across more disadvantaged children.

Partnerships with Timbadash Theatre Group have resulted in successful coproduction of 'awe and wonder' experiences and shared with families. As well as further Timbadash projects in school, the workshops have helped us to develop our own 'sensory drama' offer to benefit increased numbers of disadvantaged children across school.

Our commitment to professional development has been evidenced through a wide-range of CPD including: Thrive, relationship support, reading, trauma-informed practice, preparation for life, Intensive Interaction, core vocabulary, Makaton, postural care, IT skills, autism. Teaching of reading and writing supported through progression document (Phase 4-12) allowing teachers to easier track progression, to assess children's progress and clearly see next steps (for more linear learners). In March 2023 we had an Ofsted inspection which graded Hadrian School as outstanding. The report states *"Pupils achieve exceptionally well because staff are highly attuned to, understand and address every individual pupil's specific needs. Leaders are determined that all pupils will develop the skills they need"*.

The Thrive approach has been further embedded across school, supporting our most disadvantaged children so that they are more emotionally resilient and engage well with life and learning. Our recent Ofsted report states "This is a kind and caring school, where pupils flourish. Pupils develop strong relationships with staff and form positive friendships with each other". A review of eBooks by the leadership team showed that eBooks demonstrate the impact of pupils working on their individual Thrive-related SEMH PLP for disadvantaged children across school. 'Thrive training, collaboration with SLT and our Thrive took-kit continue to have an impact on the process of improving the quality of children's PLP outcomes across school. In 2023 we achieved the Attachment and Trauma Sensitive Schools Bronze Award. Our feedback stated *"The personalised, individual approach to all pupils is evidenced through numerous practices, including induction and information gathering, ongoing formal and informal assessment and observation, and reflective dialogue and practice. Knowledge of each pupil's needs across the developmental spectrum underpins relationships, interactions and planning"*. We have also seen a shift away from 'behaviour support' to 'relationship support'. This has helped ensure consistency of approach so that staff are using Key Relational Skills in order to support vulnerable children in line with the Thrive approach and consistent with recommendations from Trauma Informed Schools.

Service pupil premium funding

We are not currently in receipt of any service pupil premium funding

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Developing our senior and middle leaders. All senior teachers now have a NPQ in Senior Leadership. A further teacher (middle leader) is currently working towards a NPQ in Senior Leadership. A further five teacher have or are working towards a NPQ in Middle Leadership
- Subscription to a telephone interpreting service (D.A. Languages Ltd) to allow teachers and school staff to more effectively communicate with families who speak little English.
- Weatherproof communication boards promoting the use of 'core vocabulary' manufactured, and installed around our outdoor grounds. Repaired and replaced when needed.
- We have three Early Career Teachers (ECTs), who each have an experienced Senior or Middle Leader as their mentors. Mentors guide their ECTs through the ECT framework as well as providing weekly support and guidance on all aspects of teaching and learning.
- We are continuously responding to the changing needs of our children and developing our curriculum provision and have a focus on improving the quality every child's Education Health Care Plan, long-term and short-term outcomes

- We have a key role in the Local Authority around providing outreach support to mainstream schools for children who are struggling to engage in with learning. We are developing an outreach toolkit that will help identify support and resources to benefit children within and beyond our school.
- We are continuously aiming to provide the best facilities and resources for our pupils. We are in the process of securing funding to build a community hub (including an additional hydrotherapy pool, spa and cafe), attached to our rebound therapy centre.
- We are improving the rigor of Governor links to curriculum areas. Governors are conducting visits with all curriculum leaders to scrutinise, challenge and help develop the impact of the curriculum leaders. Curriculum leaders provide termly updates on the intent, implementation and impact of their area. We plan to ensure that Governor link visit reports are published on our school website.
- We are reviewing our education visits policy and as part of the process want to ensure that all children in receipt of PP funding get access to a residential visit in Year 6.
- Schools of Sanctuary project to further promote engagement within our multicultural community