

1.0 INTRODUCTION

Options Bankside School is a specialist, independent day school offering places to pupils aged 11 - 18 (school). Places are offered to pupils who have complex needs including ASC and complex learning needs. A high number of our pupils may also have experienced early childhood trauma and may present with attachment difficulties.

The School operate in close proximity of each other on one site within Worcestershire.

Options Bankside School is based close to Malvern within the rolling Worcestershire countryside. The school offers 60 places to pupils aged 11-18. The curriculum is taught from key stage 3 to key stage 5 and is adapted to meet the needs of individual pupils. The school is also home to a range of outdoor pursuits and activities which provides emotional support for pupils as well as curriculum enhancement. Additional opportunities to study a range of interest driven offsite activities is available. Current examples include outward bound activities and equestrian studies

A personalised curriculum is developed to meet the needs of individual students. Students have the opportunity to study for a range of externally accredited and verified qualifications from ASDAN and NOCN at the College. There is also the opportunity for students to access Level 2 Functional Skills and GCSE qualifications. Furthermore, we are passionate about preparing students for their next transition and work hard to provide students with appropriate work experience or supported internships at the right stage of their progress and development.

At Options Bankside School we celebrate the fact that students may speak more than one language and acknowledge their ability to use a variety of community languages.

In our school the teaching and learning, achievements, attitudes and well-being of all students are important. We encourage all pupils to achieve the highest possible standards. We do this through taking account of each pupil's life experiences and needs.

Students who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking students. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

2.0 AIMS OF THE POLICY

A personalised curriculum is developed to meet the needs of individual students. This secures entitlement for all students in all key stages, to a number of areas of learning. It gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens.

We promote the principles of fairness and justice for all through the diverse education that we provide in our school.

The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language.

3.0 SUPPORTING PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE

Prior to pupils joining Options Bankside School a full comprehensive assessment of needs and aptitudes is carried out. The findings from these assessments are used to inform planning for learning and identify where specific support is needed.

Across both settings, teachers and teaching assistants take action to help pupils who are learning English as an additional language by various means:

Developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- providing many opportunities to review, revise, repeat and relearn key words and phrases to secure learning
- displaying key vocabulary around the school, this includes labelling of everyday items to develop recognition of letter formation and match to sounds
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- matching reading materials to letter sounds to support early reading so that pupils are able to make links in their learning
- Additional support in segmenting and blending of letter sounds provided within lessons and guided reading sessions
- access to a range of texts from different cultures
- celebration of events from around the world, exploring cultural identities
- focused intervention work for pupils needing support in specific areas
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging students to transfer their knowledge, skills and understanding of one language to another;
- building on student's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

Ensuring access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- making sure resources are matched to needs and aptitudes of pupils
- providing support through ICT, video or audio materials, dictionaries and translators and readers
- setting targets in literacy for targeted children

Curriculum access

All students at Options Bankside School follow a personalised curriculum is developed to meet the needs of individual students.

Students with English as an additional language do not produce separate work, unless within a focused target intervention group.

We do provide additional support for EAL pupils. This may involve the receiving one to one support or small group work.

The curriculum helps students learning English as an additional language by:

- building on their experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- providing a range of opportunities for students to engage in speaking and listening activities in English with peers and adults;

Assessment

All pupils at Options Bankside School have special educational needs and/or disabilities (SEND). Following assessment, all pupils have a Person-Centred Plan (PCP). This outlines their EHC targets, along with any intervention required and supporting strategies.

Progress towards PCP targets is reviewed on a six-weekly basis during a parent/carer review.