



**Gildredge
House**

Multilingual Students Strategy Document

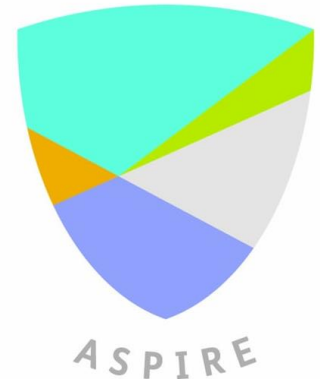
Document Review and Approval

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Reviewed by: Assistant Head Teacher for Inclusion

Approved by: Heads of School- Primary and Secondary

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1. Our Mission - ASPIRE, IN ALL THAT WE DO

At Gildredge House, our vision for all students is clear and underpinned by a strong value-based education where learning in and out of the classroom is prioritised, to support students to achieve their potential and beyond. We have the highest aspirations for our school and every member of our school community.

This strategy document seeks to support our Multilingual students to feel fully part of this mission. These students will have opportunities to use their first language, whilst developing their second (English), and will be encouraged to share aspects of their culture throughout their time at Gildredge House.

We will ensure they can fully access the curriculum by upskilling staff, through professional development that is evidence-based and delivered by those with expertise in teaching multilingual students.

Being multilingual will not be a limiting factor to a students' attainment, progress and school experience. In contrast, being a bilingual student is something to be celebrated and admired.

2. Statement of aims and commitment

Gildredge House are committed to ensuring that all EAL students can:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Be afforded every experience associated with being a Gildredge House student
- Reach their full potential and beyond

We will do this by:

- Providing a welcoming atmosphere for newly arrived multilingual students
- Identifying and assessing the skills and needs of each multilingual student
- Gathering information relating to a students' background, culture and abilities
- Acknowledging the importance of a students' first language and using this to build on their existing skills and knowledge
- Ensuring parents/carers and students work in collaboration with the school
- Promoting whole-school responsibility towards our multilingual students
- Applying evidence-based teaching strategies in lessons, to support progress
- Making appropriate use of external agencies (EAL Service East Sussex)

3. Context

“A student is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English. This measure is not a measure of English language proficiency or a good proxy for recent immigration.” (DfE Schools, Pupils and their Characteristics July 2020)

There are over 100 languages spoken in East Sussex. For around 4606 (7%) of school children (5-16) in the county, English is not their first language.

At Gildredge House, we have 283* students from Reception to Year 11, where English is not considered their first language. Within this group of students, there are 42* different languages that are considered a student's first language.

With regards to links with other groups, 3.1%* of our multilingual cohort also have a special educational need, 4.8%* are also pupil premium and 2.1%* high prior attaining students.

Whilst these figures may not seem significant, this amounts to 118 students, with some falling into multiple categories, e.g. one student is multilingual, PP and has SEND.

*(*these figures will fluctuate, depending on in-year admissions and those that may leave the school)*

4. Proficiency in English

Gildredge House assess all multilingual students against the DfE proficiency in English codes.

The codes are:

- A- New to English
- B- Early Acquisition
- C- Developing Competence
- D- Competent
- E- Fluent

These codes will be present on each student's data marksheet and can also be found on the inclusion register and will be added to seating plans by classroom teachers.

5. Designated Support

The Assistant Head Teacher for Inclusion is responsible for coordinating the strategic direction for supporting our multilingual students.

The day-to-day support and overall attainment and progress for these students is the responsibility of all teaching staff in the school.

6. Key principles for second language acquisition

At Gildredge House, we incorporate elements of The Bell Foundations 5 principles to guide EAL pedagogy, to ensure students receive an inclusive curriculum, which supports additional language acquisition and maintenance of students first language.

- We see multilingualism as an asset and encourage students to use these skills.
- We have high expectations of our multilingual students, offering them the language support they need to support their learning.
- There is an integrated focus on content and language within lessons, to ensure the language barrier does not limit their ability to reach the same outcomes they would if being taught the same curriculum in their first language.
- Effective use of assessment, to ensure that teachers of these students with the information they need to adapt approaches in the classroom.
- Including multilingual students and their families in all aspects of the school, by having accessible communication methods, extra-curricular activities and supporting with mixed-language friendships.

7. Multilingual teaching and learning

All students receive quality first teaching in every lesson, which is directly linked to our Gildredge House 5 of challenge, explanation, modelling, questioning and feedback.

We work closely with the English as an Additional Language Service (EALS), with an EAL Specialist working across both phases of the school to support those identified as needing 1:1 support and to support in the upskilling of staff.

Once a student has been referred to EALS, these practitioners are able to work with them, observe them in lessons, talk with families and produce initial EAL assessments and offer a variety of personalised and general strategies that promotes progress and attainment.

Strategies seen as most beneficial in supporting access to the mainstream curriculum include, but are not limited to, the following:

Primary Phase

- Providing use of assistive technologies, e.g. immersive reader, online bilingual dictionaries, subtitles on videos
- First language buddies
- Creating visual word mats specific to topics
- Visual supports, e.g. role-play, games, activities, pictures, diagrams, videos
- Including elicit demonstration of comprehension through action and gesture, rather than speech

Secondary Phase

- Seating student at the front, with those who share the language or with good language role models
- Provide frames and structures for spoken language
- Providing use of assistive technologies, e.g. immersive reader, online bilingual dictionaries, subtitles on videos
- Visual aids and modelling to illustrate meaning, e.g. picture, diagram
- Providing pre-learning materials before a lesson (e.g. worksheets, videos)

If required, a Bilingual Support Officer (BSO) is used to support the information and relationship building process by translating/talking to families in their home language, if they are unable to communicate in English themselves.

In addition to this, all staff will be provided with continual professional development opportunities throughout the academic year, delivered by our EAL Specialist Teacher, to develop and improve their ability to deliver appropriate teaching strategies and support of these students.

These sessions may involve a particular teaching strategy, or could be a student-centered meeting, whereby key multilingual students are discussed and personalized strategies explored.

8. Identification, Assessment and Support

The school holds information on students' home language and ethnic background. However, many students who speak another language at home will not require additional support with English. Therefore, students need to be referred for assessment on an individual basis to the Assistant Head Teacher for Inclusion.

The main criteria for identification of the need for additional language support will be lack of progress, delayed acquisition of literacy and/or numeracy skills, and a lack of social integration into the school community.

A student can be referred for additional language support by the following methods:

- Class Teacher (primary) or Head of Year (secondary, following tutor meeting)
- Head of Department, following discussion with the classroom teacher

From here, our EALS Specialist Teacher will complete an initial assessment and the students' needs are identified. Support may be provided in a range of ways including:

- Advice and resources given to class teachers to aid their support of the student
- Resources such as key word lists, bilingual dictionaries etc. given to the student

If a students' progress is still causing concern after a period of intervention a further referral will be made with a view to initiating a referral to formal assessment. Support in this regard may involve:

- Targeted in-class support by EALS specialist teacher/ teacher assistant
- Withdrawal for individual/ small group intervention

The progress of multilingual students will be reviewed and assessed termly, and support adjusted accordingly.

Records will be kept of the students receiving extra teaching support, these could include:

- Summary of work undertaken within lessons and interventions
- Subject progress and attainment report
- Results from needs-based assessments

9. Special Educational Needs and High Prior Attaining and Talented students

SEND: All SEND students will have a Student Support Profile created for them, which is a one-page document that outlines the areas of need a student has and the ways in which their teacher should support them and how they will support themselves.

HPAT: Our aim at Gildredge House is to provide the most intellectually stimulating environment for our HPAT students, both within the curriculum and in areas outside of the curriculum in which they flourish. We aim to do this by including activities within lessons that stretch and challenge these students to be involved in “healthy struggle”, as well as providing a variety of opportunities outside of the classroom where this can take place.

A Home language Assessment may also be completed, to determine the academic capabilities of the student in their home language; this ensures they are placed in the appropriate teaching groups and receive the relevant scaffolding to support them. This can also identify if the student has an additional need that requires further exploration.

10. Admissions

Prior to admission (once all the relevant forms have been completed) the students' classroom teacher (primary) or Head of Year (secondary) will hold a pre-admission meeting, to discuss and share relevant information and provide a tour of the school.

On the day of admission, students will complete a reading assessment and may complete further cognitive assessments if required. If the results of the assessment indicate the student needs further support with their literacy and language comprehension, a referral will be made to the Assistant Head Teacher for Inclusion, to request further support.

The student will then be assessed using the NASSEA EAL Step Assessment and the results of this assessment will be used to inform future support strategies.

New Arrivals at KS4:

For new arrivals at Key Stage 4, Heads of Year will support students with a timetable, including suitable option choices. The decision regarding GCSE entry will be made by the Head of Secondary, in collaboration with the Deputy Head Teacher of Quality of Education and Assistant Head Teacher for Inclusion.

11. Resources

Gildredge House provides from its own budget, resources and staffing to accommodate the needs of students who speak multiple languages.

As well as receiving resources from our EALS Specialist Teacher, we also utilise resources from The Bell Foundation website and from the British Council Teen and Kids websites, to further support these students.

12. Parents/Carers and the wider community

The school will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with multilingual students and those from other cultures and backgrounds.

Parents will be kept informed about the problems experienced by their children in accordance with the recommendations out.

Parents' permission will be sought when the school wishes to involve an external agency with their child, such as EALS.

The specialist staff will meet regularly with Departments, Classroom Teachers and Teaching Assistants dedicated to individual students.

If appropriate, a Bilingual Support Officer may also be deployed to do a home visit and complete a parent interview in the parent/carers first language, to provide information and education around how they can support their child and how the school will be supporting them also.

13. Monitoring, review and evaluation of the strategy document

This document will be kept under regular review. The success of the strategy document will be gauged by the achievements of previously agreed targets outlined in students' subject attainment and progress reports, assessment data and the quality of work being produced in their subject exercise books.

In addition, the following criteria may also be used to evaluate the success of the Multilingual student's strategy document:

- Success and efficiency of the identification process.
- NGRT Reading Age Data and other EAL related screening data
- Student involvement in wider school life (student leadership, clubs, trips etc.)