Alderman White School

A member of The White Hills Park Trust

Multilingual Learner Policy

June 2026

Statutory or non-statutory:	non-statutory
Author/Reviewer:	B Scurrah
Approved by Governors:	8th July 2026
Due for review:	March 2027

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Aims

At Alderman White, we feel that it is essential for all students to feel safe, accepted and valued ensuring that their learning is successful. Students with limited and developing English are recognised for the part they play and the contribution they make. We celebrate bilingualism as a strength and recognise the importance of all languages and cultures in the wider school community.

We aim to ensure that MLL students are able:

- to use English confidently and competently
- to use English to access the curriculum
- to feel valued and be included within the school community
- to reach their full potential

We do this by:

- Providing an environment where ML students feel safe, valued and part of the school community, giving support in all aspects of their schooling.
- Identifying and assess the level of English of ML students and determine the support required.
- Providing targeted support for those who are New to English or in the Early Acquisition phase.
- Ensuring classroom-based activities use appropriate materials to support and enable ML students to participate in lessons.
- Valuing all languages, dialects, accents and cultures equally.
- Ensuring parents/carers are involved in the process and are able to access school information and events.
- Ensuring there is a distinction between MLL and SEND, but recognising that ML students may also have SEND needs.
- Closely monitoring student progress and reviewing support.

Definitions

The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).
What is EAL in Education? - The Bell Foundation

At Alderman White School we use the term Multi-lingual Learner (MLL) to refer to anyone who speaks English as an additional language using the definition above.

Roles and Responsibilities

Governors	Ensuring arrangements are in place to support all groups of learners including those with additional barriers to learning and monitoring the progress and achievement of these groups .
Head Teacher	• Allocating appropriate resources and ensuring that the needs of ML students are accurately identified and that appropriate support is put in place. • Creating a school environment that enables all students to feel welcome and supported, especially those with barriers to learning or protected characteristics. • Ensuring that all those who work with ML learners have access to appropriate training and resources.

Member of SLT with responsibility for MLL learners	• To ensure ML students' level of English is appropriately assessed and relevant information is communicated to the teachers and TAs who work with them. • To ensure that students requiring it receive appropriate targeted support. • To analyse data and monitor student progress. • To ensure that all teachers and TAs have access to relevant training to enable them to support ML learners. • To ensure that the achievements of ML learners are celebrated and that they feel included in school life. • To ensure that parents feel included in school life and that student and parent voice is gathered. • Review procedures and policies to ensure the needs of ML students are being met. •
MLL Teaching Assistant	• To carry out assessments and maintain a tracking system. • To plan appropriate targeted support and keep this under review. • To work with teachers and TAs to best support ML students. • Keep staff up to date with strategies that will support students • Provide support, guidance, and advice for the teaching of ML students. • To undertake appropriate training and keep uptodate with research and best practice. • To build relationships with ML learners and their families and to support their sense of belonging within the Alderman White community.
Teachers	• To be aware of the needs of the ML learners that they teach. • To use appropriate strategies to support the progress of ML learners, linked to their level of language acquisition. • To refer any concerns to the relevant colleagues including the MLL TA, and SENCO where appropriate. • To engage with training in relation to working with ML students.
TAs	• To be aware of the needs of the ML learners that they support. • To use appropriate strategies to support the progress of ML learners, linked to their level of language acquisition. • To refer any concerns to the relevant colleagues including the teacher, MLL TA, and SENCO where appropriate. • To engage with training in relation to working with ML students.

New Starters

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010.

The MLL Teaching Assistant will be involved in the admissions process for ML students. This may include attending initial admission meetings, supporting students on their first day of school and conducting initial assessments in English proficiency. Language assessments will be conducted within 4 weeks of a student's arrival at the school.

Suitable support will be put in place after these assessments - not all students who are ML learners will require extra support.

Other than MLL and other agreed interventions, ML students who join the school will follow a full mainstream timetable.

Assessment

The school uses the assessment framework provided by the Bell Foundation.

Progress in English proficiency is assessed and monitored at least annually but for students at an earlier stage of language acquisition this may be more frequent.

Students are placed into relevant intervention groups using the following criteria as specified in national guidelines:

- **A** - **New to English** (limited or no English)
- **B** – **Early acquisition** (has some understanding of familiar words and is beginning to communicate with single words or phrases)
- **C** – **Developing Competence** (confidence has grown in speaking, writing, and reading. Support and differentiated work is needed)
- **D** – **Competent** (working more independently, checking of understanding is required regularly)
- **E** – **Fluent** (Able to access the curriculum to the best of their ability)
- **N** – **not assessed**.

Intervention

- The MLL Teaching Assistant will deliver daily sessions, individually or in small groups to those who are New to English or in the Early Acquisition phase.
- Students at the Developing Competence stage will have intervention sessions at least weekly.

Whole Class Teaching Strategies

All teachers are expected to be aware of ML students in the classes they teach and their stage of developing English Proficiency, and to make appropriate adaptations to their teaching.

These strategies may include:

- Additional visual support such as posters, pictures, objects, demonstrations, use of gesture.
- Additional verbal support such as repetition, modelling, and peer support.
- Use of peer and group work that involves purposeful talk and encourages participation.
- Scaffolding for language and learning such as writing frames.
- When possible, peer to peer support from students who share the same language particularly during the 'settling in' period.

Use of first language to support learning and understanding is encouraged and recognised eg. use of bilingual dictionary, translating key words to 1st language.

Transition Support

During transitions from primary school and from Year 9-10, the MLL Teaching Assistant closely monitors and supports ML students, giving extra guidance and reassurance where needed. The MLL Teaching Assistant will also support ML students and families with ensuring that students in Year 10-11 have a suitable post-16 education or training pathway.

Access arrangements for External Exams

In line with JCQ guidelines students may be able to use a bilingual dictionary during many of their exams and may be tested for further access arrangements if appropriate.

Resources

Students will be provided with appropriate materials such as bilingual dictionaries, electronic translators, translated work and key word lists as necessary. Students attending intervention sessions will use CGP workbooks to support their learning.

Parental/Community Involvement

The admission process for new arrivals is welcoming and adapted to fit with the family's needs. Staff will try to ensure that they understand the student's culture, heritage, language, and educational experience and to build a supportive relationship with family members.

School will make key documents available in the parents first written language where possible, for example through the translate feature on MCAS.

We will celebrate the achievements of ML students within school and the wider community.

We will support parents to assist their children at home to development their English proficiency and learning.

SEND

Most ML students who need support do not have SEND. If SEND needs are suspected, a first language assessment will be carried out.

ML students will have equal access to SEND provisions and support, in addition to any ML support. The TA for MLL and the school SENCO will liaise to ensure a co-ordinated approach for ML students with SEND.

Planning, Monitoring and Evaluation

The progress of ML students in English proficiency will be reviewed at least annually by the SLT ML Lead and MLL Teaching Assistant.

MLL Intervention sessions will be evaluated through lesson drop ins and work sampling carried out by the SLT MLL Lead or another member of SLT.

This policy will be reviewed every two years and approved by the Local Governing Body.