



Bilton Grange EAL/Multilingual Learners Policy

Advent 2026

1.0 INTRODUCTION

Bilton Grange is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language (EAL). We recognise that these pupils are likely to have skills and knowledge which are similar to English speaking children and that their ability to participate in the full curriculum may be in advance of their communication skills in English. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

At Bilton Grange, we use the term *pupils who use English as an additional language (EAL)* in line with national data conventions, while recognising that these pupils are often *multilingual learners* who bring valuable linguistic and cultural knowledge to our community. Over time, the school is moving towards using the term *multilingual learners (MLLs)* to reflect our inclusive and strengths-based approach to language and learning, as well as to emphasise their multilingual status is an asset, rather than a deficit

This policy supports Bilton Grange's compliance with the Independent School Standards (2023), in particular Part 1 (Quality of Education Provided) and Part 3 (Welfare, Health and Safety of Pupils). It also reflects the ISI Education Quality Inspection Framework (2023) focus on pupils' academic and personal development.

2. SCOPE

2.1 The Aims and Objectives of the EAL Policy

- To give EAL pupils the opportunity to overcome any barriers to learning and assessment.
- To give all pupils the opportunity to develop the knowledge, understanding, skills and attitudes which are necessary for their self-fulfilment.
- To welcome the skills and cultural knowledge which EAL pupils bring to the school.
- To plan whole school strategies to ensure that EAL pupils are supported in taking part in all activities.
- To enable EAL pupils to use English confidently and competently.
- To make EAL pupils feel supported whilst they are learning English and to have the confidence to participate in academic, sporting and social activities.
- To work with parents to ensure a strong home-school partnership and to enable parents to make an active contribution towards the education of their child.
- To enable all staff to take responsibility for recognising and addressing the individual needs of pupils with EAL to ensure compliance with the Equality Act 2010.
- To promote pupils' social, emotional and cultural development alongside their linguistic development.
- To ensure assessment of EAL pupils reflects their linguistic stage and not a perceived learning difficulty.
- To celebrate and develop the linguistic and cultural capital that multilingual learners bring to the school.

3. POLICY CONTENT

3.1 Admissions arrangements

A number of children join Bilton Grange from overseas or from the UK where English is not their 'mother tongue'. It is customary for the Head to interview these pupils to determine their level of English and ability to access our curriculum. While English proficiency is assessed, admission decisions are made holistically, considering the pupil's overall potential and ability to thrive within the Bilton Grange community.

3.2 Curriculum Access

At Bilton Grange we adapt our curriculum as an independent school to meet the needs of all pupils, ensuring that those for whom English is an additional language are able to make good progress in line with the Independent School Standards (2023). Staff employ adaptive teaching strategies to ensure all pupils can access the curriculum, including those at early stages of English acquisition. Sometimes, it may be appropriate for children not to study Latin at Bilton Grange, decided on an individual basis.

Bilton Grange ensures that all teaching staff receive ongoing training and support in inclusive classroom strategies, enabling them to meet the needs of EAL pupils effectively and demonstrate high-quality teaching as defined by the ISI framework. Staff are encouraged to view all pupils as language learners and to use inclusive strategies that value multilingualism as a resource for learning.

3.3 Provisions Made

When a child who is identified as EAL starts at Bilton Grange they will undertake assessments with the EAL Department to confirm their level of English and the support required. They will also spend time getting to know the school and if necessary being introduced to key initial vocabulary and school rules/routines such as what to do if they feel poorly or who to speak to if they feel homesick. Their level of need will determine whether they need to spend additional time in the EAL Department, but we try to ensure all pupils are fully integrated into their year group by the end of the first week. Where possible, pupils are introduced to/work with staff who speak their native language.

Following the assessment period some children will require significant support to develop their English and alongside the support they receive in lessons; it will be recommended to their parents that they have 1-1 or small group EAL lessons. These lessons are chargeable and take place during the school day in lieu of a non-core academic or non-academic subject. Whilst we will always inform parents of our plans and intentions, the school reserves the right to insist on EAL teaching where we decide that this is essential to assist with a pupil's integration and learning. Where appropriate, an ILP (Individual Learning Plan) is written to set out the provision. ILPs are formally reviewed annually in September updated regularly shared with all teaching staff. The progress of EAL pupils is monitored and tracked by the EAL Department using a variety of appropriate assessments and the CEFR scale as a guide. The Bell Foundation Assessment Framework may be used to support any decisions. At the end of each year those children who require additional 1-1 EAL support will be retested to determine their level of progress.

We ensure access to the curriculum and assess by:

- Differentiating using accessible texts and materials that suit children’s ages and levels of learning.
- Providing support through ICT, video or audio materials and electronic dictionaries or translation facilities such as Google Translate.
- The use of in-class TAs to provide revisiting of teacher instructions where appropriate.
- Using the home or first language where appropriate.
- Provision of mother tongue-English dictionaries both in class and for exams where allowed.
- Providing extra time for children in exams if they have been learning in the English medium for less than 3 years, as per the ISEB guidelines.

3.4 Language Development

At Bilton Grange, teachers plan for purposeful talk and model academic language to support pupils in expressing reasoning, opinions, and explanations across subjects. Further strategies include:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, fixed expressions and idiom.
- 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.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children’s experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Active learning.

3.5 EYFS

According to the EYFS statutory framework (2024, section 1.8), “Providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning.” At Bilton Grange, EYFS language development is inclusive and embedded in all practice. This approach meets the requirements of the EYFS framework as inspected by the Independent Schools Inspectorate (ISI).

At Bilton Grange, we fully support the development of home languages alongside English, recognising that bilingualism benefits overall cognitive and linguistic development. For pupils in EYFS, assessment of English acquisition is primarily observational and linked to the Communication and Language and Literacy areas of learning in the EYFS framework.

English speakers are themselves all at different stages of expressive and receptive language so all that we do to support them is appropriate for EAL. We use lots of singing, modelling words and phrases through stories, context (e.g. snack time) and through play. For any EAL pupils arriving in the early years we will work together with the EYFS team to produce crib sheets of key words for staff to use to help communicate a child's needs e.g. for the toilet or a drink. We involve parents and families – encourage parents to still speak in their home language at home to maintain bilingualism. English language development progresses best where children use and develop their first language alongside English.

3.6 Safeguarding

Bilton Grange recognises that language barriers can present safeguarding vulnerabilities. Staff are alert to these in line with the school's Safeguarding and Child Protection Policy and *Keeping Children Safe in Education (2025)*.

3.7 The EAL Team

The EAL and LDD departments work very closely together.

Mrs Danielle Barnes	Head of EAL
Mrs Joli Knott	EAL Specialist Teacher
Mrs Julieann Halissey	Head of LDD
Mrs Nicola Sodhi	Assistant Head Teaching and Learning & SENCO

The EAL team contributes to whole-school CPD by leading training on inclusive classroom strategies, supporting subject teachers in embedding language development across the curriculum. Bilton Grange recognises that all staff, not just those in the EAL team, should undertake professional development to ensure that the provision for EAL pupils is being appropriately met and addressed. We work in collaboration with other schools in the Rugby School Group to develop our professional development offering.

4. POLICY OWNER

The person responsible for updating this policy and for overseeing its implementation within Bilton Grange is the Head of EAL.

5. RELATED POLICIES AND GUIDANCE

This policy should be read in conjunction with *The Bilton Grange Admissions Policy*, *The Bilton Grange Teaching and Learning Policy* and *The Bilton Grange Learning Development Policy*, *the Safeguarding policy* and *the Early Years policy*. This policy is applicable to all pupils.

6. FURTHER INFORMATION

6.1 Complaints

The department very much operates an 'open door' policy and regular contact via email or phone is encouraged.

Bilton Grange will listen to any concerns expressed by parents about their child's development and any concerns raised by the children themselves. In the event of a family being unhappy with the provision put in place for their child, then an open and honest discussion with the Head of EAL is recommended. If problems are not resolved, then complaints should be lodged firstly with the Assistant Head Academic and then the Headmaster.

6.2 Review

Bilton Grange will review this policy on an annual basis to ensure the school meets the needs of those pupils with EAL.