

# Multilingualism and EAL Policy

**Policy Owner:** The British School of Almeria

**Policy Area:** Learning

**Reviewed:** September 2025

**Next Review:** July 2026

## RATIONALE AND GUIDANCE

At **THE BRITISH SCHOOL OF ALMERIA**, we aim to raise awareness of the school's multilingualism and create an inclusive learning environment by acknowledging the home languages and cultures of our students. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, in promoting language awareness.

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language to raise student achievement within an atmosphere where English is the main language of education (MLOE) in most subjects

Our aim through a Multilingualism and EAL programme and intervention is for EAL students to become fluent in their language acquisition process by speaking, reading, writing and understanding English in order to access the school Curriculum as fully as possible. We strive to achieve this by:

- Providing a tiered system of appropriate and personalised support for all EAL students and emergent bilinguals
- Plan and teach lessons using learning styles most appropriate to EAL learners
- Provide an inclusive curriculum
- Monitor students progress regularly against the adapted assessment grid (Bell Foundation Framework)
- Ensure students are making progress and are able to access the school curriculum
- Support students who are at risk of underachieving by providing teachers and parents with specific strategies
- Celebrate students' achievements in class

This policy is specific to Multilingualism and EAL aligned with other school Policies and Guidelines, which will also indicate provision for Multilingual and EAL students.

<b>Nationality</b>	<b>EYFS</b>	<b>Primary</b>	<b>Secondary</b>	<b>KeyStage 5</b>	<b>Whole School</b>
Spain	41	100	81	33	256
US	0	1	2	0	3
UK	0	2	4	2	8
Romania	1	4	0	0	4
Saudi	0	1	0	0	1
Nigerian	0	2	0	0	2
Ukraine	0	0	3	0	3

Ecuador	0	1	0	0	1
Cuba	0	0	1	0	1
Panama	0	1	0	0	1
Russia	1	2	4	1	8
Colombia	0	0	1	0	1
Netherlands	0	1	0	0	1
China	0	4	6	7	17
France	0	2	2	0	4
Andorra	0	1	0	0	1
Norway	0	1	0	0	1
Austria	0	1	0	0	1
Morocco	0	0	1	0	1
Venezuela	0	0	1	0	1

Germany	0	1	2	0	3
Pakistan	0	1	0	0	1
Brazil	0	0	0	1	1
Lithuania	0	0	1	0	1
Eire	0	0	1	0	1
<b>TOTALS</b>	43	127	111	44	325

#### A. MULTILINGUALISM/ EAL DEPARTMENT

<b>Role</b>	<b>Teacher</b>	<b>Specific Responsibilities</b>
<b>MULTILINGUALISM LEAD/EAL TEACHER</b>	Jane Gray	<ul style="list-style-type: none"> <li>● Assess referred/new students</li> <li>● Provide EAL lessons to Year 1 - Year 9 EAL students</li> <li>● Monitor EAL student progress</li> <li>● Coordinate Learning Village</li> <li>● Issue EAL reports</li> <li>● Inform parents accordingly</li> <li>● Ensure teaching staff is equipped with strategies to differentiate for their students</li> <li>● Coordinate multilingual events and initiatives within the school</li> </ul>
<b>EAL TEACHER</b>	Justin Mutter	<ul style="list-style-type: none"> <li>● Provide primary and secondary students with specific EAL support</li> <li>● Prepare Year 13 students for the C1 Cambridge exams</li> <li>● Provide exam study lessons during lunchtime periods for Cambridge exams at B1, B2 and C1 for our students</li> </ul>
	Carol Richardson	<ul style="list-style-type: none"> <li>● Coordinate the BSA Language School</li> <li>● Provide exam study lessons during lunchtime periods for Cambridge exams at B1, B2</li> </ul>

		and C1 for our students <ul style="list-style-type: none"> <li>• Deliver EAL lessons and support to primary and secondary students</li> </ul>
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Additional Support

<b>IN-CLASS SUPPORT</b>	Paula Maldonado (Year 1 Learning Assistant) Andrea Maldonado (FS2 Learning Assistant) Nazaret Baeza (FS1 Learning Assistant)	<ul style="list-style-type: none"> <li>• Support EYFS/ Primary pupils</li> </ul>
<b>One to One Support</b>	Arranged as required	<ul style="list-style-type: none"> <li>• Support new to MLOE students to develop basic language competency (BICS)</li> </ul>

All Class Teachers are expected to differentiate, support and take on the role of language teachers as a collective responsibility supported by the Multilingualism Lead.

**EAL STUDENT PROFILE**

A student is deemed to be EAL if they are studying in an environment where the primary language of instruction (MLOE) is different from their first language or the language they use at home. **EAL** stands for **English as an Additional Language**, and these students are often in the process of developing proficiency in English while also working to meet the academic demands of their education.

BSA has the intention to encourage our EAL students to develop and maintain all the languages in their lives at a level appropriate for their age, wherever possible. While English may be the dominant language used for teaching and learning, it is important to provide opportunities for our multilingual students to use, share and/or improve acquisition of all their languages. There is equal support for families who offer their children the opportunity to learn their other languages outside school.

**EAL ENTRY ASSESSMENT**

1. Prospective students will complete the Admissions Process including the Admissions test administered by the EAL Coordinator.
2. The test is the Oxford Placement Test which is computer based and assesses the Reading and Listening skills of the child. A spoken interview and a written test will also take place.
3. Results of the test will determine the language proficiency of the student according to the Common European Framework of Reference (CEFR) as well as the appropriate support required if any.

4. Recommendations and/or requirements in order to enable the child to make a smoother transition into our school, will be made to parents before the Admissions Committee accepts the student enrolment.

## EAL REFERRAL PROCESS

1. If a Class Teacher identifies a student with EAL needs, they will speak with the EAL Coordinator to start a referral process which will include observations and tests.
2. The EAL Coordinator will observe the student in various lessons to monitor use of language and to determine if the student is able to access the curriculum.
3. The EAL Coordinator will complete the language exam.
4. The EAL Coordinator will meet with the Class Teacher and the Head of Primary to discuss the next steps: more differentiated support in the classroom, more support at home or EAL intervention.

If the student is recommended to start EAL intervention, parents will be notified with the appropriate information

## TEACHING AND LEARNING

### **Multilingualism/EAL Programme**

The Multilingualism/ EAL Programme consists of three main tiers of support which is linked to each specific level of need:

#### **1. Tier 1: Universal support:**

Multilingual pupils will receive help within the classroom from the class teacher and, where applicable, from the Learning assistant or multilingual specialist. This can take the form of measures such as support materials, peer and teacher support, adapted materials, visual support and translanguaging techniques

#### **2. Tier 2: Targeted group support**

Targeted students receive additional support in small groups from the Multilingual/EAL specialist.. This can take place either inside the classroom or as part of a withdrawal group. Students are generally withdrawn from non-core subjects unless their level of BICS is insufficient to follow other lessons. The number of hours varies depending on the student's needs.

In Primary, the EAL Programme follows the Learning Village as its framework for lessons to follow with formative assessments that are done at the end of units as well as termly.

In Secondary, we work towards a B2 level according to the Common European Framework of Reference (CEFR).

#### **3. Tier 3: One-to-one intensive support.**

Students who need to improve their basic competency skills (BICS) in order to access content delivered in the main language of instruction (MLOE) will be required to seek individual intensive language support. The number of hours per week required will depend on the needs of each individual. The support will be gradually reduced as the pupil's level improves and he/she becomes able to integrate into normal lessons

Individual language support will be provided to families at an extra cost.

### **General Classroom Strategies**

- Classroom teachers should be aware and informed of the ML/EAL students' language level, needs and specific recommendations or strategies to put in place
- Classroom teachers should provide differentiated lessons for ML/EAL students to access the curriculum and learning; this may be done through varied activities or specific support
- Teachers should be integrating active learning activities that promotes visible thinking, giving opportunities for students to build language skills and vocabulary
- ML/EAL students should be exposed to spoken and written language as much as possible
- Visuals should be used as much as possible before resorting to translation

### **ASSESSMENT AND TRACKING**

- Cambridge Language exams will be administered to determine the CEFR language level of students as summative assessments in Secondary.
- Learning Village assessment will be done as formative assessments in Primary.
- The Bell Foundation Framework Model will be used to track specific competencies in each skill area
- The ML/EAL Teacher & Coordinator will rely on student performance during lessons and evidence of their class work including assessments to reflect and report on their progress at the end of each term.

### **REINTEGRATION**

Students receiving Tier 2 and Tier 3 support will be moved back to the mainstream classroom when both the EAL Coordinator and class or subject teacher deems this to be appropriate.

**Date of Policy: July 2025**

**Created by: Gillian Greaves/Jane Gray**

**Reviewed by: Gillian Greaves**

**To Be Reviewed: July 2026**