



St Thomas à Becket Primary School

Roots to grow, wings to fly.

*“If you have faith as small as a mustard seed...nothing is impossible for you.”
Matthew 17:20*



Friendship | Respect | Truth | Forgiveness | Thankfulness | Perseverance

You only have one life, one childhood, one opportunity. School is one of the most important experiences you will ever have. At St Thomas à Becket we will stop at nothing to ensure that you are given every chance to succeed. Through our faith and wisdom, we will give you strong roots to grow into resilient, respectful and ambitious citizens. We will open doors so that you can imagine endless possibilities and a life without limits. We will give you wings to fly.

Multilingual Principles and Procedures

Statutory Policy	Non-statutory
Policy agreed	July 2026
Policy published	September 2026
Reviewed on	
Next review date (FGB to determine)	July 2029
Approved by	
(can be delegated to committee, individual governor or head teacher)	Headteacher

At St Thomas a Becket Primary School, we aim to create a culture that celebrates, respects and values each other's differences. We aim to promote dignity, equality and diversity, and encourage individuals to develop and maximise their true potential. We celebrate the amazing range of languages, cultures and religions we have within our school community, supporting our pupils to be proud of who they are and celebrate and respect those who are different to themselves.

At St Thomas a Becket Primary School, we encourage all our pupils to aim for the highest possible standards. We take account of each pupil's individual needs and experiences, including all aspects of their education. This is inclusive of their attitude towards learning and the styles of learning that best suit them, their achievements, and their well-being.

Our Statement of Intention

1. Pupils learning English as an additional language (multilingual learners) are entitled to the full National Curriculum. English is best learnt through the curriculum and pupils are encouraged to play as full a part as possible in class activities from the start.
2. All teachers are responsible for building strategies into planning to support the language development of multilingual pupils and must structure lessons appropriately.
3. Accurate information on pupil's needs, attainment and progress should be maintained in an accessible and manageable form.
4. Learning an additional language may present challenge to curriculum access but must not be confused with learning difficulties. Where a pupil does have SEN needs, their multilingual needs will still be identified and supported by teachers.
5. Pupils will continue to need support with specific subject and academic language for longer than the two years it normally takes to become proficient in the social forms of English.
6. A named person will be responsible for Leading the support of multilingual learners across our school. Currently, this is Miss Chloe Stobbart.

Our Commitment to Good Practice

Family / School links

- All communication with parents will be translated into their home language, including Initial Starter Forms and the Prospectus.
- A learner profile form will be completed with parents before the pupil starts and this information will be passed on to the class teacher and multilingual co-ordinator.
- Home visits will be carried out for all new starters whether in Year R or outside of normal admissions to support understanding of home life.

- Translators will be provided for parent's evenings and SEN meetings where this is required.
- All classes will celebrate International Language Day in September to support children to feel supported and to raise the profile of different languages.

Data collection

- Class teachers will complete the Bell Assessment on Insight for each multilingual pupil and this will be updated at the end of each long term. Teachers, TAs and the pupils will be aware of the targets that they are working on to reach the next stage of language acquisition.
- The multilingual lead will monitor the performance of multilingual pupils in comparison with the school as a whole after each data drop. This information will support PPR conversations and the termly whole school equality and diversity training.

Integration of multilingual pupils at the early stages of acquiring English

- New pupils should feel welcomed with a buddy (who speaks the same language if possible). Pupils will be supported and encouraged to speak their home language to each other and feel safe to do so around the whole school.
- We will ensure a supportive environment in the classroom and provide them with the necessary resources to communicate with other children and adults (ipad with google translate, printed translation cards with key vocab, bi-lingual dictionary).
- Time in class will be prioritised for these pupils over long interventions outside of class.
- Pupils will be provided with a talk partner who can provide an effective model of spoken English.
- Pupils will be given lots of opportunities to use the language in collaborative, nonthreatening contexts such as playing games, doing sports or arts and crafts.
- Pupils in the early stages of learning English who are literate will be encouraged to record work in mother tongue, transferring to English as they become more proficient.
- Multilingual pupils should be taught subject specific vocabulary for Mathematics, English, Science, History and Geography units as well as for other subjects where appropriate. Class teachers are responsible for providing lists of vocabulary to support this (these will also be sent home).
- New pupils will have their Pupil Transition pack assessments completed within the first few weeks of them arriving and the relevant interventions put in place.

The Role of the Class Teacher

- Teachers are responsible for completing the Bell Assessment on Insight for each multilingual pupil and reviewing every long term.

- Teachers will develop adaptive teaching strategies to meet the language development needs of multilingual pupils alongside the curriculum.
- Teachers will review tasks and pupil progress with the Multilingual Lead through multilingual surgeries each long term.
- Relevant CPD will be provided to all staff as necessary and will be delivered by the Multilingual Lead or outside agencies as appropriate.
- If children are referred for Speech and Language support, teachers will liaise with the practitioners to share their knowledge of the children's multilingual profile.
- Teachers will check that multilingual pupils have access to all enrichment opportunities, including clubs, trips and residential.

The Role of the EAL Leader

- The Multilingual Lead will support staff in the teaching of multilingual pupils.
- The Multilingual Lead will contact outside agencies if needed for support (EMTAS).
- The Multilingual Lead is responsible for ensuring that data collection procedures for multilingual learners are carried out.
- The Multilingual Lead will monitor multilingual provision across the curriculum.
- The Multilingual Lead will keep up to date with all relevant training and research/publications relating to multilingual pupils.

Our Success Criteria

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with monolingual pupils.
- Staff feel confident in supporting the needs of multilingual pupils.
- Pupil assessment data is accessible and manageable.
- Parents are happy to approach the school and feel involved in the learning community.
- The school environment reflects and celebrates the multilingual nature of the pupil population.

Monitoring

- All staff are responsible for implementing the procedures laid out here.
- The Multilingual Lead will collect and analyse data for multilingual pupils across the school.
- The Multilingual Lead will review the procedures outlined here and report any changes to the staff and governors.
- This document will be reviewed every three years by the Multilingual Lead.