



CHELTENHAM
LADIES' COLLEGE

Multilingual Learners policy

2026-27

Multilingual Learners Policy

1. INTRODUCTION

- 1.1. English is not the first language of 293 of our 809 students. The highest number of first languages spoken at College are: Chinese (234), Thai (12), Japanese (9), Korean (7) and German (6).
- 1.2. The term 'multilingual' is now preferred over 'EAL' to reflect the shift toward a more inclusive, asset-based language in education.

2. AIMS

- 2.1. Multilingual learners will be offered full access to a broad, balanced and relevant education which will not discriminate against them. College is committed to the inclusion of all students and ensuring multilingual learners fulfil their academic potential.
- 2.2. Multilingual learners are working at varying levels of proficiency in English. Therefore, they will be assisted to become more proficient in English with the aim of closing the gap between themselves and their peers.

3. COLLEGE'S OBJECTIVES

- 3.1. There is regular monitoring during a student's life at College to ensure they continue to make the progress of which they are capable.
- 3.2. Multilingual learners develop a positive self-belief through encouragement and guidance to thrive in a culture which may be foreign to them, and to appreciate their own cultural identity.
- 3.3. The importance of the student's first language and the additional experience and perspective that this brings to College is recognised and valued.
- 3.4. Parents are involved in any key decisions relating to their child's Multilingual English provision and are encouraged to play a role in their child's English proficiency development.
- 3.5. The views of multilingual learners are sought and considered to tailor their English proficiency development.
- 3.6. Translanguaging is actively supported by classroom teachers.

4. ADMISSION AND ENTRY

- 4.1. College will admit multilingual learners who fulfil the admission requirements (refer to the Admissions Policy and Joining Information for Parents). The expectation will be that multilingual learners will be able to function within the academic timetable with extra support.
- 4.2. Lower College Multilingual English lessons may be offered as a condition of entry. Any information regarding the history of a multilingual learner's English language learning is passed on to the Multilingual English Coordinator and disseminated to classroom teachers via Multilingual Learner Profiles on ISAMS.

5. PROVISION

- 5.1. College adopts a whole school approach to supporting multilingual learners by sharing Multilingual Learner Profiles with classroom teachers. Here, teachers can find information on proficiency levels, challenges and strategies to support.
- 5.2. Specialist provision is offered within each Division:

5.2.1. LOWER COLLEGE MULTILINGUAL ENGLISH

- a LC1 and LC2 timetabled class, once a week, and a LC3 timetabled class, twice a week, which focusses on grammatical accuracy, reading comprehension and writing skills.
- LC Multilingual English is overseen and delivered by the Multilingual English Coordinator.
- When Multilingual English sessions cease, at the end of LC2 or LC3, students are monitored by the Academic English Coordinator to ensure they continue to make the progress of which they are capable.

5.2.2. SIXTH FORM COLLEGE IELTS COACHING

- a 55 minute, weekly group session in preparation for the International English Language Testing System (IELTS) which examines the skills of listening, speaking, reading and writing. The results of these exams are evidence of proficiency in English Language for international students which is needed for applications to UK Higher Education Institutions. The programme of lessons starts in October and ends before the Easter holidays.

- The provision of these classes is directed by the learning support coach with oversight by the Multilingual English Coordinator.
- Existing students at College will demonstrate English proficiency via their English Language GCSE, which includes a spoken language endorsement.
- Students new to Sixth Form College can come with a variety of English Language qualifications, or may indeed have none.
- Non-native English speakers applying to the Sixth Form will provide Admissions with a UKiset report. Part of the report is a Cambridge English test which measures receptive language skills, providing an internationally recognised level for reading and listening skills in English. A level of C1 or above is an indicator that the student is likely to achieve 6.5 or above in the IELTS tests.
- Admissions will request evidence of an English speaking and listening component from all new SFC students as part of the admissions process.
- During the Sixth Form College Induction, the Assistant Head of SFC will meet new SFC students and screen their GCSE qualifications, flagging if they will require IELTS to demonstrate English Proficiency as part of their application to Higher Education Institutions.
- Information regarding IELTS is sent via the PGC to all SFC1 students and their parents in the first week of the Autumn term. SFC1 students are given guidance during tutor time to research their specific IELTS requirements, with the option of a one-to-one follow up with PGC staff.
- Specialist group coaching (free of charge in SFC1) is offered if a student requires to demonstrate English proficiency for Higher Education Institution Admission through the IELTS system. This is arranged by the Head of SFC, the Head of PGC, the Academic English Coordinator and the IELTS coach.
- Identification of students and timetabling of these sessions is overseen by the Academic English Coordinator.
- Students are required to book the IELTS test themselves as directed by the IELTS coach.
- It is the responsibility of the student to ensure they correspond with their chosen Higher Education Institution regarding required proof of evidence for English proficiency.

- If a student opts to retake IELTS in the summer term of SFC1 or in SFC2, and requires additional coaching to support this, the sessions will be chargeable at the standard extras rate.

6. IDENTIFICATION AND TRACKING: MULTILINGUAL LEARNER PATHWAY (LOWER COLLEGE)

English proficiency of new students assessed by English teachers when marking English entrance papers.

Reject students with proficiency level A.

Accept students with proficiency level B on condition that they are timetabled with Multilingual English.

Admissions inform parents and the Multilingual English Coordinator

Multilingual English Coordinator conducts baseline testing using Oxford Placement Tests.

Multilingual English Coordinator creates Multilingual Learner Profiles on ISAMS.

Teaching staff use Multilingual Learner Profiles to differentiate.

Multilingual English Coordinator tracks the progress of multilingual learners in Multilingual English and reports to parents.

Accept students with proficiency level C.

Admissions inform Multilingual English Coordinator.

Multilingual English Coordinator informs English department and shares classroom strategies.

English teachers track the progress of their multilingual learners, inform Multilingual English Coordinator and report to parents.

If desired progress is not made after completion of the Multilingual English course. Head of English and VPA to analyse the student's profile and communicate expectations to parents.

7. MULTILINGUAL ENGLISH COORDINATOR

The Multilingual English Coordinator provides oversight and guidance to all matters relating to multilingual learners in College, providing a link for teachers to use when developing strategies.

The Multilingual English Coordinator provides INSET where appropriate to upskill teaching staff and raise awareness of students with specific needs.

The Multilingual English Coordinator monitors the progress of multilingual students through liaison with English teachers, and the IELTS coach, reporting ultimately to the Head of English on these matters.