

Intent

At Southville Primary School, we believe **multilingualism is a superpower**. Our aim is for every child to feel valued, confident and proud of their language, culture and identity. We recognise that pupils who speak English as an Additional Language (EAL) bring rich experiences that enhance our whole school community. We are committed to:

- Welcoming and supporting all new arrivals through a clear, inclusive induction process.
- Building strong partnerships with parents and carers, ensuring communication is effective and accessible.
- Having high expectations for all learners, ensuring EAL pupils achieve their full academic and personal potential.
- Celebrating languages and cultures across the curriculum and wider school life.
- Empowering staff through training to confidently assess, plan and teach EAL learners.

Implementation

We provide an inclusive environment that values and celebrates language diversity, ensuring teaching is responsive, adaptive and evidence-informed.

Induction and Communication

- A clear **New Arrivals Policy** ensures every child and family is welcomed consistently.
- Key information and policies are **translated** into the main community languages.
- **Induction paperwork** captures essential background, prior learning and language information.
- Parents meet with a senior leader to support transition and share cultural and linguistic **context**.
- Teachers are given time before the child starts to **prepare resources** for children with little or no English.

Teaching and Learning

- Teachers use **Bell Foundation proficiency bands** to assess, plan and track progress.
- Staff are trained in **adaptive teaching strategies**, using visuals, scaffolds and collaborative learning.
- Core approaches include:
 - **Survival language:** resources and visual supports.
 - **Technology support:** Learning Village, an intuitive online system, helps pupils with no English develop phonics and language skills independently.
 - **Systematic phonics instruction:** Little Wandle Rapid Catch Up provides targeted phonics teaching with a trained adult.
 - **Language teaching activities:** Racing to English resources support children with little or no English.
 - **Pre-teaching key vocabulary** and using picture-word mats.
 - **Talk-rich classrooms** with speaking frames and structured partner talk.
 - **Collaborative tasks**, games, drama and DARTs activities to rehearse and internalise language.
 - **Buddy systems** and emotional support to promote confidence and belonging.

Environment and Community

- Each classroom displays a **multilingual welcome** created with pupils.
- Our **Multicultural Fortnight** and **Francophone Day** celebrate global languages and cultures through art, dance and storytelling.
- Parents are invited to share stories, traditions and languages in class and at **EAL coffee mornings**.
- A **parent network** provides support, connection and partnership opportunities.
- Pupil **Language Ambassadors** champion multilingualism across the school.
- **Books** are available in a range of languages and feature diverse authors, cultures and storylines, ensuring all pupils see themselves and others represented in what they read.
- Our **curriculum** has been intentionally designed to reflect the global majority and develop racial literacy, ensuring representation and relevance throughout. **Diverse Figures, Global Citizenship, and Human Migration** – are woven through subjects, with Local Anchor Points grounding learning in our Bristol context. [Click](#) for more information about this.

Impact

Through these approaches, we ensure that multilingualism enriches the school community and that all EAL learners can thrive academically, socially, and culturally.

- **Children feel valued, confident and included** in school life, with growing pride in their home languages.
- EAL pupils make **strong progress in both English and across the curriculum**, supported by accurate assessment and adaptive teaching.
- **Staff understand and implement effective EAL strategies**, using evidence-based approaches and shared best practice.
- **Parents are engaged partners**, contributing to learning and celebrating cultural diversity.
- The **school environment reflects linguistic and cultural richness**, promoting respect, curiosity and global awareness.
- **Leadership monitoring** – through pupil voice, work scrutiny and proficiency data – ensures ongoing improvement and equitable outcomes for all multilingual learners.