



English as an Additional Language (EAL) Policy

Please see [Brighton College Dubai Policies and Guidelines](#)

Brighton College Dubai will provide support to students who are learning English as an Additional Language. Pupils for whom English is an additional language will have the benefit of:

- Social and academic language skill development in English
- Support to access curriculum across all subject areas
- A safe and welcoming, yet exciting and challenging learning environment
- An environment which values pupils and their culture
- Opportunities to expand upon knowledge and understanding of their own cultural background and language both, social and academic

1. Practice and Procedure

To achieve the above, the College takes account of each pupil's stage of English language development, their life experiences and needs while holding high expectations of each pupil and valuing their achievements. The College acknowledges that pupils learning English may have additional needs, some of which are linked to their progress in learning English as an additional language.

2. Celebrating Cultural Diversity and Multilingualism

A significant proportion of pupils at Brighton College Dubai are from all around the world and speak English as an additional language and are invited to share information about their cultural backgrounds in the classroom and beyond. Assemblies provide an opportunity for developing greater understanding of other cultures, as do the careful choice of library books, literary foci in English lessons, themes for role-play areas and classroom and corridor displays



The College welcomes the opportunity to employ people from diverse cultural backgrounds and expects all members of staff associated with the pupil to know how to pronounce the pupil's name properly. All teachers are encouraged to have some knowledge and understanding of the backgrounds and cultures of the EAL pupils supported in the school in order to establish positive, respectful and understanding working relationships to ensure bilingualism or multilingualism is celebrated as a strength.

Brighton College acknowledges that some Emirati and Arabic pupils speak Arabic as their first language at home, while others will be learning Arabic as an additional language and their needs will be different accordingly.

3. Approaches and Provision

The EAL referral, identification and support process follows the following route:

Monitor → Referral → Assessment → EAL Register → Support Wave 1/2/3 → Review

3.1 Wave 1 – Quality first classroom teaching (language-based subjects)

The College will consider the needs of pupils with English as an Additional Language (EAL) when they plan all lessons. Support will be provided in the classroom as needed for EAL pupils whether they are Wave 1, 2 or 3.

Brighton College Dubai has a particular focus on developing literacy across the curriculum. High quality speaking, listening, reading, and writing opportunities will be integrated within lessons and extracurricular activities, where appropriate.

Pupils will be given the opportunity to:

- Build background knowledge and context
- Speak before writing
- Learn reading comprehension skills
- Learn editing skills
- Learn how to develop and organize ideas



Sensitivity will be shown regarding feedback from teachers on tests and tasks according to the pupil's confidence and stage of language development however teachers will ensure the pupil is able to learn from their assignments, and examinations, detailed and explicit feedback will be given in the following areas:

- Content
- Spelling
- Grammar
- Punctuation
- Organisation of writing

3.1.1 Content Subjects

Pupils who are learning English as an additional language often have skills and knowledge similar to first language English-speaking pupils. Their ability to participate in the full curriculum may be in advance of their communication skills in English. The importance of the 'silent period' in the emergent language phase is recognised and so pupils are encouraged to set the pace of their oral contributions and degree of participation. The College will modify instruction and tasks to ensure EAL pupils can access knowledge and demonstrate understanding in creative ways.

The College will provide a range of support for EAL pupils including:

- Visual aids and symbols.
- Gestures.
- Demonstrations.
- Paired working.
- Readers
- Games and practical activities.
- Templates and sentence frames.
- Key vocabulary and word walls.
- Introducing key words in sentences.
- Introducing key words with subject related contextual words eg. Chlorophyl, green, light, life, growth, movement.
- Dual coding.
- Note-taking strategies and study skills.
- Clear and rich language modelling.
- Scaffolded questioning and modelling responses
- Time for EAL pupils to prepare for answering questions in advance.



The use of technology will be promoted according to the pupil's age and stage of language development. To provide pupils with as much independence as possible, pupils will be encouraged to use:

- Bilingual dictionaries
- Translation applications.
- Speech to text and text to speech applications.
- Subtitles and audio speed adjustment.
- Applications like Re-Wordily to simplify texts

Scaffolding and differentiation are integral parts of planning for the benefit of pupils who speak English as an additional language. For example, before pupils are asked to read or write an instructional text independently, their learning may be scaffolded through:

- practical activities.
- demonstrations.
- building background.
- home-language homework tasks.
- pre-teaching key vocabulary and priming.
- instructional texts of differing linguistic complexity.
- using meta-cognitive reading comprehension and editing guides.

3.1.2 Mathematics and Science

Pupils will be taught subject-specific vocabulary as well as the skills needed to understand key command-words in questions so that they can display and develop their mathematical and scientific skills. Extra support will be given for pupils when they encounter word-problems, and language-related queries regarding questions may be explained during tests.

3.1.3 Promotion of Multi-Lingualism

The College recognises that having strong foundations in a mother-tongue is a key factor in learning and developing academic language skills in English. Pupils will be encouraged to continue developing their home language throughout their schooling at Brighton College Dubai as well as to develop language skills in other modern foreign languages and the Arabic language.



3.2 Wave 2 – Additional EAL Provision

The Inclusion Department supports pupils who speak English as an additional language who need additional or specific support to access the curriculum.

The College will refer pupils to the Head of Inclusion and EAL teacher providing relevant assessment evidence which will be used to determine the level of support required. Referrals will be made via the Inclusion referral form.

Pupils requiring Wave 2 support will have extra classes to develop their English language skills or have support in the classroom during their lessons. Wave 2 pupils will receive exam access support according to need and the length of time they have been learning English in an International school.

3.2.1 EAL Lesson Timetabling

Pupils requiring Wave 2 services will be given support in various ways as appropriate to the age, stage and curriculum requirements:

- Support in class through direct intervention from a member of the Inclusion team.
- Support in class via co-planning lessons with teachers to enhance differentiation planning and delivery.
- EAL lessons outside the classroom during library lessons, MFL blocks, Supported Studies, or literacy blocks for example.

Every effort will be made by the Inclusion Department to ensure that pupils are not removed from core classes or asked to miss out on PE, Art, DT, Music and Drama as these subjects also provide valuable opportunities for the development of language, relationships, health and general wellbeing.

3.2.2 EAL Lesson Content

EAL lessons at Brighton College Dubai will follow good practice guidelines for multi-sensory learning in all four language domains, speaking, listening, reading, and writing. Lessons will be individualized according to each pupil's particular development areas as well as to their age, interests, and personal learning goals.



3.2.3 Explicit Instruction

Lessons will focus on:

- Spelling, grammar, sentence structure, paragraphing
- Organisation for writing and editing strategies
- Reading Comprehension strategies
- Functional communication and basic vocabulary building (L1)
- Transition words and phrases, connectives, prepositions to support pupils in using Level 1 and Level 3 vocabulary in context.
- Subject specific vocabulary (L3.)
- Pre-fixes, suffixes, and root words to support ‘Word Attack’ strategies.

3.2.4 Pre-teaching/Priming

The Inclusion Department and EAL teacher will work closely with classroom teachers and subject specialists to ensure that EAL pupils get specialist subject support which is well-coordinated with EAL support. Where possible, EAL lessons will be based around topics relevant to classwork or specific subjects so that pupils are primed for success in lessons following pre-teaching. Pupils may also receive support with subject-based tasks, taking content related instruction and subject-specific writing guidelines from Core teachers and related language support from the Inclusion specialist.

The Inclusion Department and EAL teacher will create stimulating lesson plans delivered in a supportive environment. The College recognises that alternative routes to learning English as an Additional Language can increase engagement and provide quicker access to learning and increased independence. Lessons may include games, active learning opportunities, use of technology, development of meta-cognition and promotion of multilingualism throughout the College.

3.3 Wave 3 – Additional EAL Provision

Pupils who are language learners may require a higher level of support in their first year at school. These pupils and their parents will be supported with bilingual resources in the classroom and these pupils will be offered support classes as frequently as possible. Pupils may be grouped according to their year group or grouped according to their skill levels to ensure that



they are able to access support as often as possible without missing core classes on a regular basis.

Wellbeing will be raised as a priority especially for pupils who have moved suddenly or frequently and need assistants with forming friendships and getting orientated to their new surroundings. To this end, the Inclusion Department will include educational games and activities and ensure that pupils are able to develop in all four domains namely, reading; writing; speaking and listening.

In some cases, parents may be asked to engage a tutor at home to support language acquisition or to engage an Individual Learning Assistant (ILSA) who can act as a translator for a short period of time. The College will also attempt to connect pupils with a language buddy who may be further along their journey and can provide some mentorship. Pupils volunteering as Language Leaders will usually be Wave 1 EAL pupils who will benefit from learning translation and interpretation skills thus developing in their home language, the English Language and as leaders with growing work-place skills.

The Inclusion Department will assist teachers and parents with strategies and resources to enhance differentiation for Wave 3 pupils in the classroom.

4. Support for Pupils Taking Assessments

The College will make special in-house assessment arrangements for pupils who are learning English as an additional language to help the pupil demonstrate his/her skills, knowledge and understanding, if possible and appropriate to the pupil's age and individual targets. This may be achieved by:

- Provision of a prompter.
- Providing sentence starters.
- Fill in the blank templates.
- Providing a reader.
- Bilingual translation dictionary access.
- Simplified language for questions.
- Fewer questions.
- Simplified questions.
- Modified questions.
- Alternative or creative routes to assessment of knowledge.
- Extra time for completion.



Formal accommodations will be applied for and provided according to the JCQ regulations in the iGSCE and A-level examinations.

4. Policy Development

Approved by:

Head Master on behalf of the College:

Simon Crane, Head Master

Chair on behalf of the Governors:

Nilay Ozral, Board Member

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Review	Louise Lynton	May 2022
2.0	Review	Louise Lynton	August 2022



Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- SEN Code of Practice (UK 2015)
- The College's Academic Plan
- The Inclusion Development Plan
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable
- Implementing Inclusive Education (2019)
- Directives and Guidelines for Inclusive Education
- United Arab Emirates School Inspection Framework

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set. Please see [Brighton College Dubai Policies and Guidelines](#)

Parents (current and prospective) are encouraged to read the following publication alongside the policy: [Implementing Inclusive Education – A Guide for Schools](#)