



## English as an Additional Language (EAL) Policy

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

Brighton College Dubai will provide support to pupils 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 socially and academically

### 1. Practice and Procedure

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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

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A significant proportion of pupils at Brighton College Dubai come from diverse cultural backgrounds and speak English as an additional language. They are encouraged to share their cultural heritage in the classroom and beyond. Assemblies, classroom and corridor displays, library books, English lessons, and themed role-play areas all support greater understanding and appreciation of different cultures.



The College values diversity within its staff and encourages all members of the school community to pronounce pupils' names correctly. Teachers are expected to develop knowledge and understanding of the cultural backgrounds of EAL pupils to foster respectful and positive relationships, and to celebrate bilingualism and multilingualism as strengths.

Brighton College recognises that some Emirati and Arabic pupils speak Arabic as their first language at home, while others are learning it as an additional language. Likewise, pupils across the College may speak English or another language at home and be learning additional languages in school. The College values this linguistic diversity and ensures that the differing needs of all pupils are acknowledged and supported accordingly. Pupils are encouraged to continue developing their home language alongside learning Arabic and other modern foreign languages.

### 3. Definitions

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In line with our inclusive ethos, we use the following terminology to ensure clarity and consistency in identifying and supporting pupils with English as an Additional Language.

#### *3.1 English as an Additional Language (EAL)*

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This term refers to pupils whose first language is not English. EAL pupils may be fluent in English or still developing proficiency. They may have been exposed to English for varying lengths of time and have diverse educational backgrounds.

#### *3.2 English Language Learner (ELL)*

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This term specifically refers to pupils who are at the earliest stages of English language development, including those who are New to English or in the Early Acquisition phase. These pupils typically require intensive and targeted language support to build foundational English skills.

### 4. Identification

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Our school's EAL referral and identification process begins with an initial assessment of English language proficiency at the point of admission or entry to the College, using the Bell Foundation EAL Assessment Framework. In addition to this, staff are encouraged to refer pupils for an EAL assessment when they observe potential language needs. Once a pupil is identified as requiring EAL support, they are added to the EAL Register and assigned an



English language proficiency level and a corresponding Wave of support, as outlined in the table below.

Proficiency Level	Meaning	Wave	Terminology
E	Fluent	1	EAL
D	Competent	2	EAL
C	Developing Competence	2	EAL
B	Early Acquisition	3	ELL
A	New to English	3	ELL

Bell Foundation Assessments take place termly to monitor progress, inform ongoing teaching, and to update pupils' targets and levels of support as needed.

## 5. A Graduated System of Support

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Our support is designed to facilitate the development of social and academic language skills in English including speaking, listening, reading and writing. Support and intervention are offered through three Waves of support, detailed below:

- Wave 1 – Quality-first classroom teaching
- Wave 2 – Additional EAL provision
- Wave 3 – Additional EAL provision for pupils who require intensive support

### 5.1 Wave 1 – Quality First Teaching for EAL and ELL Pupils

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At Brighton College Dubai, we are committed to ensuring that all teachers consider the needs of pupils who are learning English as an Additional Language (EAL and ELL) during lesson planning and delivery. Quality First Teaching strategies are implemented across all classrooms to ensure that all EAL learners - whether at Wave 1, Wave 2, or Wave 3 - receive the support needed to access and engage meaningfully with the curriculum.

A key focus of our teaching and learning approach is the development of literacy across the curriculum. High-quality opportunities to develop speaking, listening, reading, and writing skills are embedded into classroom instruction and co-curricular activities, where appropriate.



### *5.1.1 Core and Diverse Approaches*

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EAL pupils will be provided with opportunities to:

- Build background knowledge and context
- Speak before writing to develop oral confidence
- Develop reading comprehension strategies
- Organise and express ideas effectively
- Learn editing and proofreading techniques
- Engage in active learning and educational games
- Use technology-based tools to aid language development
- Build metacognitive skills and independent learning strategies
- Celebrate and use home languages to promote multilingualism and cultural identity

Teachers will ensure feedback is accessible, constructive, and supportive of both language development and academic progress.

We recognise that EAL pupils often have knowledge and skills on par with their English-speaking peers and that their academic potential may exceed their ability to express themselves in English. The importance of the ‘silent period’ during early language acquisition is respected, and pupils are encouraged to contribute orally at their own pace. Lessons and tasks are adapted to ensure all pupils can demonstrate understanding creatively and meaningfully.

### *5.1.2 Classroom Strategies and Supports*

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To provide accessible and supportive classroom environments, teachers will use a range of inclusive strategies:

- Translanguaging
- Dual coding/graphic organisers
- Explicit pre-teaching of vocabulary
- Talk to writing
- Substitution tables
- Bilingual dictionaries
- Jigsaw activities
- Reading aloud and shared reading
- DARTS (directed activities related to texts)
- Reading for meaning



Academic language and subject-specific vocabulary – such as command words in exam-style questions – will be explicitly taught. Particular emphasis is placed on supporting EAL pupils with word-based problems in Maths and Science.

### *5.1.3 Use of Technology*

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To foster independence, age-appropriate and level-specific digital tools will be used, including:

- Bilingual dictionaries and translation apps
- AI tools such as ChatGPT to help simplify complex texts

### *5.1.4 Scaffolding and Adaptive Teaching*

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Scaffolding is embedded throughout teaching and learning, with strategies including:

- Practical demonstrations and modelling
- Home-language preparation activities
- Texts of varying complexity
- Graphic organisers and comprehension guides
- Targeted feedback on spelling, punctuation and grammar

Through adapted instruction, engaging activities, scaffolded learning, and inclusive practices, Brighton College Dubai ensures that EAL and ELL pupils can fully access the curriculum, develop their English proficiency, and achieve their academic potential.

## **5.2 Wave 2 – Additional EAL Provision**

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In addition to the Quality First Teaching strategies outlined in Section 5.1, pupils may receive targeted support and additional intervention to access the curriculum. These pupils may be newly arrived, developing English proficiency, or facing challenges transferring their skills across different subject areas.

### *5.2.1 Wave 2 Timetabling*

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Support for Wave 2 pupils may include:

- In-class intervention by a member of the Inclusion team
- Co-planned lessons between class teachers and EAL specialists to support differentiation and inclusive practice



- Targeted EAL lessons focusing on pupils' Bell Foundation Assessment targets, tailored to individual profiles, taking into account age, stage of language development, personal goals, and curriculum focus

When timetabling Wave 2 support, care is taken to prevent pupils from missing core subjects or enrichment opportunities such as PE, Art, Drama, or DT, while lessons are linked to classroom topics to support confidence and learning.

### *5.2.2 EAL Intervention Content*

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Wave 2 lessons are multi-sensory and develop the four key domains of language learning: speaking, listening, reading, and writing. Content is designed to meet individual pupil targets and integrate with the wider curriculum.

### *5.2.3 Coordinated Pre-teaching and Curriculum Integration*

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EAL and Inclusion staff collaborate with class and subject teachers to ensure lessons directly support mainstream learning. Strategies include:

- Pre-teaching vocabulary and key concepts ahead of lessons
- Reinforcing subject-specific writing styles and expectations
- Supporting assignments through adapted resources and instruction

## **5.3 Wave 3 – Additional EAL Provision for Pupils Who Require Intensive Support**

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Some English Language Learners (ELLs) may require a higher level of targeted support, particularly during their first year of English education. These pupils receive tailored intervention from the Inclusion Team alongside adaptive, high-quality classroom teaching. Support is carefully structured to meet individual needs, and pupils may be grouped by year group or language proficiency level to maximise access to intervention while minimising disruption to core learning.

In selected year groups within the Prep School, we may offer an Intensive Language Intervention Programme, depending on identified need. Pupils identified for this provision are typically assessed as 'New to English' using The Bell Foundation English as an Additional Language Assessment Framework. This programme may run three or more times per week for a period of 8 to 12 weeks and focuses on accelerating development across the four key language domains: listening, speaking, reading and viewing, and writing. Wherever possible,



sessions are scheduled during non-core subjects such as Directed Studies or Library to avoid impacting key curriculum time.

At the end of each intervention cycle, pupils' English language progress is reassessed using the Bell Foundation framework, and next steps are determined in consultation with parents. This may include continued intensive intervention, a move to Wave 2 support, or provision with ongoing adaptive teaching in the classroom.

In some cases, parents may be advised to engage additional support outside of school – such as a private tutor or an Individual Learning Support Assistant (ILSA) - for a limited period, to further accelerate language acquisition and ensure pupils can access learning alongside their peers.

The Inclusion Department also works closely with teachers and families to provide strategies, tools, and resources that promote effective classroom access and support the progress of Wave 3 pupils within the wider learning environment.

## 6. Assessment Access and Accommodations for Pupils

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We are committed to ensuring that pupils are given fair and appropriate opportunities to demonstrate their skills, knowledge, and understanding. Where possible and appropriate – taking into account the pupil's age and language proficiency – the College will make in-house assessment arrangements that support access to learning without compromising academic integrity. Adjustments may include:

- Use of a prompter to guide and refocus the pupil during assessments
- Provision of sentence starters or scaffolded writing prompts
- Fill-in-the-blank or guided response templates
- Access to a reader for support with decoding written questions
- Use of a bilingual translation dictionary (where permitted)
- Simplified or modified language in assessment questions
- A reduced number of questions to allow for deeper focus
- Alternative or creative assessment formats to demonstrate understanding (e.g., visual, oral, or practical tasks)
- Extra time to complete assessments

These strategies aim to reduce linguistic barriers while still accurately assessing subject knowledge.



For formal examinations such as IGCSEs and A-Levels, access arrangements will be applied for in line with the Joint Council for Qualifications (JCQ) regulations. The Inclusion Department will collaborate with academic staff, pupils, and families to identify appropriate access arrangements and ensure pupils are well-supported and familiar with the format ahead of formal assessments.

We prioritise both pupils' wellbeing and academic achievement. In line with this, certain pupils may be exempt from sitting end-of-year GL progress assessments where it is deemed not to be in their best interest. Pupils may be exempt if they have been educated in English for less than 12 months or have been assessed as Grade A (New to English) or Grade B (Early Acquisition) on The Bell Foundation English as an Additional Language Assessment Framework. In such cases, standardised assessments may not accurately reflect their ability or progress. Instead, alternative assessments appropriate to their current stage of English language development will be used to monitor progress. Families will be provided with a summary of their child's progress at the end of the academic year.

Pupils for whom English is an additional language may opt to take the English as a Second Language (ESL) GCSE, which recognises their English proficiency and supports academic progression. Entry is based on demonstrated proficiency not yet at the level required for the standard English Language GCSE and is recommended by the English department in consultation with the Inclusion or EAL team.

## 7. Wellbeing

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We recognise that wellbeing is integral to academic success and language acquisition. For many English Language Learners (ELLs), especially those who have moved countries suddenly or have relocated frequently, the transition to a new school environment can be emotionally and socially challenging. In response, wellbeing is prioritised within our EAL provision to ensure that all pupils feel safe, connected and supported.

The Inclusion Department actively promotes emotional and social wellbeing by incorporating collaborative activities that foster peer interaction and build confidence. These activities are designed not only to support language development across the four key domains - reading, writing, speaking, and listening - but also to help pupils form friendships, adjust to their new surroundings, and feel part of the school community.

Where possible, pupils will be paired with a language buddy – a peer who is further along in their English language journey and can offer informal mentorship, emotional support, and practical help with orientation around the school.





The Inclusion Department works closely with class teachers, pastoral leaders, and parents to monitor and support the wellbeing of all EAL pupils, ensuring that the College remains a welcoming and nurturing environment for learners from all linguistic and cultural backgrounds.

## 8. Staffing

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As part of our Inclusion Team, we have dedicated EAL teachers and teaching assistants who play a vital role in supporting pupils with English language development. These staff members work collaboratively with class teachers and subject specialists to ensure that EAL and ELL learners receive high-quality, targeted support that is responsive to their individual language needs. Ongoing professional development is provided to ensure staff are equipped with the knowledge and strategies required to deliver effective EAL provision.

## 9. Monitoring and Reviewing of EAL and ELL provision

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We use the Bell Foundation EAL Assessment Framework to assess and monitor the language development of EAL learners on a termly basis. This formative assessment process enables us to track progress across the four strands of language: listening, speaking, reading, and writing. Pupils identified as requiring Wave 2 or Wave 3 support will have an individual Bell Foundation assessment tracker, which informs planning, intervention, and target setting. Regular reviews are held to evaluate the effectiveness of the support in place, ensure pupils are progressing, and adapt provision where necessary.

## 10. Policy Development

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Approved by:

Head Master on behalf of the College:

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Simon Crane, Head Master



Chair on behalf of the Governors:

*C. Lamshed*

Craig Lamshed, Board Member

### Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	<b>Review</b>	Louise Lynton	May 2022
2.0	<b>Review</b>	Louise Lynton	August 2022
3.0	<b>Review</b>	Holly Nash	August 2023
4.0	Sections updated: 3. Definitions 4. Identification 5. A Graduated System of Support (Wave 1, Wave 2 and Wave 3) 6. Access Arrangements and Accommodations for Pupils 7. Wellbeing 8. Staffing 9. Monitoring and Reviewing of EAL and ELL provision	Holly Nash	April 2025
5.0	Sections updated: 5.1.2 Classroom Strategies and Support 5.2 Wave 2 – Additional EAL Provision	Holly Nash	September 2025

### 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.

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Verify that this is the correct version before use

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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](#)