



1.0 Rationale and Aims

Brighton College Abu Dhabi is committed to ensuring that pupils who speak English as an Additional Language (EAL) are fully included in College life and have equitable access to the curriculum.

The College recognises linguistic and cultural diversity as a strength. Pupils learning English as an additional language bring valuable knowledge, experiences, cultures and languages to our community.

We recognise that pupils may enter the College at different stages of English language acquisition and that proficiency in social English may develop more quickly than the academic language required to access the curriculum successfully. Appropriate support will therefore reflect each pupil's individual language profile, prior educational experience and stage of English language development.

2.0 Aims

Brighton College Abu Dhabi aims to:

- identify pupils' English language proficiency and support needs at the earliest opportunity;
- ensure EAL pupils have equitable access to a broad, balanced and challenging curriculum;
- develop pupils' proficiency in listening, speaking, reading and writing;
- develop both social and academic English;
- maintain high expectations for EAL pupils;
- provide high-quality adaptive teaching within the classroom;
- provide targeted EAL intervention where required;
- monitor language acquisition and academic progress;
- distinguish between language acquisition and potential Additional Learning Needs;
- value pupils' home languages, cultures and identities;
- promote independence and confidence in the use of English;
- work collaboratively with pupils, parents and teachers; and
- develop staff knowledge and understanding of effective EAL practice.
- Review pupils' English language proficiency half termly and adapt provision, accordingly, supporting progression towards age-appropriate academic English and independent access to the curriculum.

3.0 Definitions

English as an Additional Language (EAL) - A pupil is considered to have EAL where English is not their first or only language and they are developing the English language proficiency required to access learning and communicate effectively.



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Home Language / First Language -The language or languages a pupil first acquired, uses at home, identifies with or has developed proficiency in.

Social Language - The language required for everyday social interaction and communication.

Academic Language -The more complex and subject-specific language required to access the curriculum, demonstrate understanding and achieve academically.

Multilingual Learners - Pupils use more than two languages for communication

4.0 Identification and Assessment

Identification of EAL need is an ongoing process and will consider a range of information.

This may include:

- information provided during admission;
- home and first-language information;
- previous school information;
- teacher observation;
- pupil and parent voice;
- classroom performance;
- internal and standardised assessment data; and
- EAL screening and language proficiency assessment.

Pupils requiring further assessment will be assessed across the relevant areas of listening, speaking, reading and writing to establish their current level of English language proficiency.

Assessment will be appropriate to the pupil's age and stage of development and will be used to identify strengths, areas for development and the level of support required.

EAL proficiency will be considered alongside academic attainment. A pupil's current level of English should not be assumed to represent their underlying cognitive ability or academic potential.

5.0 EAL Register and Monitoring

Pupils identified as requiring EAL support will be recorded on the College's EAL Register.

The register will include relevant information regarding the pupil's language profile, level of English proficiency and level of support.

EAL pupils' language development and academic progress will be monitored regularly through:

- EAL proficiency assessment;



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- teacher assessment and observation;
- internal assessment;
- standardised assessment where appropriate; and
- review of classroom performance and intervention.

EAL proficiency levels will be reviewed regularly and provision adjusted as pupils develop greater independence and proficiency in English.

Pupils may move onto or off the EAL Register as their proficiency and support needs change.

6.0 EAL Provision

The College uses a graduated approach to EAL provision, informed by the Bell Foundation EAL Assessment Framework. The level and type of support will reflect the pupil's English language proficiency, age, curriculum requirements and individual needs.

Pupils' provision will broadly align with their Bell Foundation proficiency level:

- Bands A–B: Tier 3 – Intensive EAL Support
- Band C: Tier 2 – Targeted EAL Support
- Bands D–E: Tier 1 – Quality First Teaching

These proficiency levels will guide provision but will not be used in isolation. Professional judgement, pupil progress and individual circumstances will also be considered when determining the most appropriate level of support.

6.1 Tier 1 – Universal Classroom Provision

High-quality adaptive teaching is the first response to the needs of EAL pupils.

All teachers are responsible for supporting pupils to develop the language required to access their subject or curriculum area.

Classroom provision may include:

- explicit teaching of key vocabulary;
- clear modelling of spoken and written language;
- visual and contextual support;
- modelling and scaffolding;
- sentence stems and writing frames;
- opportunities for structured talk;
- appropriate questioning;
- pre-teaching and reinforcement of vocabulary;
- dual coding;
- use of home language and translation tools where appropriate; and



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- appropriate use of technology.

Teachers will maintain high expectations and ensure that limited English proficiency does not result in an unnecessarily simplified curriculum.

6.2 Tier 2 – Targeted EAL Support

Pupils requiring support beyond universal classroom provision may receive targeted EAL intervention.

This may include:

- small-group EAL teaching;
- individual intervention where appropriate;
- push-in classroom support;
- pull-out EAL lessons;
- pre-teaching or priming;
- targeted vocabulary and academic language development; and
- focused support in listening, speaking, reading or writing.

Provision will be based on assessment evidence and reviewed according to pupil progress.

Where pupils are withdrawn from lessons, careful consideration will be given to the lessons missed. Withdrawal will be provided in such a way to minimise disruption to other subjects.

6.3 Tier 3 – Intensive EAL Support

Pupils at an early stage of English acquisition or with significant language barriers may require intensive and individualised EAL support.

Provision will be based on assessment of the pupil's language proficiency and may include increased frequency of specialist EAL teaching, individualised language targets, intensive intervention and coordinated classroom support.

Support will be reviewed regularly and reduced as the pupil develops the language and independence required to access learning successfully.

Where EAL support requires a pupil to be withdrawn from timetabled lessons, parents will be informed and consent will be obtained before the provision begins.

7.0 Teaching and Learning

EAL pupils are entitled to access the full curriculum and should be supported to participate alongside their peers wherever possible.

Teachers will:



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- know the EAL pupils they teach and their current language needs;
- plan explicitly for the language demands of their subject;
- teach and model subject-specific vocabulary;
- scaffold spoken and written language appropriately;
- provide opportunities for meaningful speaking, listening, reading and writing;
- activate and build relevant background knowledge;
- use visual, practical and contextual support where appropriate;
- allow appropriate processing and response time;
- check understanding rather than assuming understanding from conversational fluency; and
- gradually reduce scaffolding as pupils become increasingly independent.

Pupils in the early stages of English acquisition may experience a period in which they understand more English than they are confident to speak. Teachers should provide opportunities for participation without placing unnecessary pressure on pupils to produce spoken language before they are ready.

9.0 Assessment and Accommodations

EAL pupils will be provided with appropriate support to demonstrate their knowledge and understanding during internal assessment.

Where appropriate, accommodations may include:

- additional processing time;
- clarification of instructions;
- appropriate language scaffolding;
- bilingual dictionaries or approved translation support; and
- other reasonable arrangements reflecting the pupil's normal way of working.

Accommodations must not change the construct being assessed or provide an unfair advantage. For external examinations and assessments, arrangements will comply with the requirements of the relevant examination board or assessment provider.

Further information is provided within the College's Access Arrangements Policy.

10.0 Home Language, Culture and Multilingualism

The College recognises multilingualism as a strength and values the languages and cultures represented within its community.

Pupils will be encouraged to maintain and develop their home language alongside English wherever possible. Appropriate use of a pupil's home language may support understanding, vocabulary development, prior knowledge and access to learning.



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The College will provide opportunities for pupils to share and celebrate their linguistic and cultural identities within the curriculum and wider College community.

English remains the principal language of teaching and learning, alongside the statutory provision for Arabic and other languages within the College curriculum.

9.0 Staff Roles and Responsibilities

Senior Leadership Team - Provides strategic oversight of EAL provision and ensures appropriate staffing, resources and professional development are available.

EAL Coordinator - Oversees EAL provision across the College and ensures effective systems for identification, assessment, monitoring and support. The EAL Coordinator works with EAL staff and College leaders to monitor pupil progress and the impact of provision.

EAL Teachers - Assess pupils' English language proficiency and provide targeted teaching and intervention according to identified need. They monitor language development and work collaboratively with teachers to improve pupils' access to the curriculum.

Heads of School, Heads of Department and Curriculum Leaders - Ensure that curriculum planning and teaching within their areas consider the language demands experienced by EAL pupils and provide appropriate access and challenge.

Teachers - Are responsible for the academic progress and language development of EAL pupils within their classes. Teachers provide appropriate scaffolding and adaptive teaching while maintaining high expectations.

10 Monitoring and Review

This policy undergoes an annual review by the Head Master to ensure ongoing effectiveness and relevance, aligning with our commitment to providing an inclusive and challenging educational environment for all pupils.



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11.0 Approved By

Head Master on behalf of the College:

On behalf of the Governors:

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Implementation of Policy		January 2024
2.0	Updates from ADEK Inclusion Policy	Director of Inclusion	September 2026

Brighton College Abu Dhabi Policies and Guidelines

Policy Statement

Brighton College Abu Dhabi 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:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

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

Policy Structure



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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.