



BRIGHTON GIRLS PREP POLICY

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Document Control

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1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton Girls related to students with English as an additional language.

This policy applies to Brighton Girls Senior, Prep, High & Sixth Form School.

2. LIST OF ABBREVIATIONS & MEANINGS

BGS	Brighton Girls' School
EAL	English as an Additional Language
GDST	Girls' Day School Trust
SENDCo	Special Education Needs & Disabilities Coordinator
SOW	Scheme of Work
TEFL	Teaching English as a Foreign Language
May / Should	Advisory
Shall / Must	Mandatory

3. GENERAL

3.1. School Context & Summary

Brighton Girls' School is an independent, selective school. Academically selective entrance assessments from KS2 and high academic standards applied across all subjects mean that the school does not cater for EAL beginners.

All students who speak English as an additional language at BGS are advanced learners of EAL. EAL learners constitute less than 3% of the school population. We recognise that a significant number of our pupils speak more than one language at home, although they do not consider themselves EAL learners. Bilingualism and multilingualism are actively promoted and a specific provision exists to cater for advanced speakers of Latin, French and Spanish.

Upon entry, students needing EAL support will firstly have their level of English assessed and then they are supported through the use of a range of materials at an appropriate level to support and develop their English.

Subject teachers are also involved as they help to determine what specific help the students may need week by week. This will be supported by the EAL coordinator and Head of Prep English.

3.2. Definition

We define a student with English as an Additional language (EAL), as one, who does not have English as a mother tongue. We would include students who are bi-lingual as those, who have English as a mother tongue as well as another language.

3.3. Aims of the Policy

The aims of this EAL policy are:

- To enable all pupils to participate in the full range of school life and activities, and to succeed to their individual potential;
- To create a positive learning environment;
- To reflect through the whole-school ethos the value placed on diversity and the respect accorded to all individuals;
- To support EAL needs as a collective, whole-school responsibility, believing that all teachers are teachers of pupils with individual needs.

3.4. The School's EAL Objectives

- To ensure all EAL pupils are identified and procedures followed to ensure their needs are met and they achieve their potential;
- To ensure EAL pupils are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- To ensure all EAL pupils are actively encouraged to participate in extracurricular activities;
- To ensure parents/guardians feel encouraged to play a role in EAL pupils' education;
- To ensure appropriate resources are available and are used in the school;

- To ensure EAL pupils are enabled to achieve their potential both in the classroom and through additional EAL support where appropriate;
- To ensure the school's overall ethos helps pupils feel valued members of the school community, thrive in a culture which may be foreign to them, and appreciate their own cultural uniqueness;

3.5. Roles and Responsibilities for Management of Provision

EAL assessment and provision is co-ordinated, in conjunction with the Head and SLT, by the SENDCo Valeria Zinola, who acts as the school's EAL Co-ordinator in the Senior School and by the Head of English in the Prep School.

- She ensures that pupils are identified, assessed, monitored.
- S/he keeps an up-to-date EAL register, and ensures that staff are informed of pupils' needs and progress.
- S/he provides school staff with guidance and support relating to effective teaching approaches and materials.
- S/he advises EAL pupils on first language examinations.
- S/he liaises with parents/guardians to involve them in decision-making.

3.6. Provision – Prep School

There is no specific provision for girls with English as an Additional Language beyond that described above and below. Where needs are identified that exceed our ability to provide, parents will be given advice on possible sources of help, which they would have to pay for outside school.

3.6.1. Classroom provision:

- Strategies for differentiation (staff);
- Teaching approaches which promote language development;
- Provision of bilingual dictionaries and other resources;
- Departmental support – subject specific vocabulary lists provided by EAL Co-ordinator.

3.7. Provision - EYFS

In the EYFS in our Prep School we encourage children to develop language (home and English) through play and other meaningful learning opportunities.

Children are surrounded in a rich language environment where English is modelled by both adults and their peers which supports the development of a good standard in English. Children are given the confidence to communicate using their developing and newly acquired language skills whilst also valuing communication in their home language. As part of our curriculum we invite families into school to share celebrations from their own cultures or home countries which can lead to the sharing of other languages.

3.8. Admissions & Assessment

For the purpose of planning appropriate provision and communication between staff and parents, EAL students' competence in English is assessed before entry to the school. The entrance test for pupils in KS2 comprises two short online papers: Verbal Reasoning and Non-verbal reasoning, which are designed to test potential rather than knowledge. Brighton Girls will not penalise applicants who have not had specialist teaching in these areas and does not recommend additional tutoring in preparation. There is also a comprehension activity with the Head of Prep or the SENDCo and the pupil's general level of language ability will be assessed. As a guide, a pupil's level of English would have to be sufficient that they would be able to access the lesson content and communicate both verbally and in writing to a sufficiently proficient level.

3.9. Identifying pupils with EAL

Identification of EAL students would occur at the point application through collection of information about home languages and first languages. This would be supplemented by a parent survey and pupil survey as needed.

3.10. Identifying gifted and talented pupils with EAL

Staff are alert to actual or potential high ability in EAL pupils, and they are identified and supported appropriately.

3.11. Identifying SEN in EAL pupils

When EAL pupils do not make anticipated progress this may indicate learning difficulties. Before identifying SEN the following related factors are investigated:

- possible sensory problems;
- social, emotional or behavioural needs;
- the supportiveness of the language learning environment.

3.12. Additional Support for EAL students

For younger students, in particular EYFS, the classes are small enough to allow the teacher to differentiate and to offer additional support on a one-to-one basis. The use of the teaching assistant would also enable this to occur.

3.13. Recording, Monitoring and Reporting

Routine school monitoring is applied to EAL students. This includes the use of standardised CEM data, as well as using a range of evidence that is collected through assessment and monitoring of student's work and teacher referrals. Additionally, the EAL Coordinator and staff can raise concerns at Pastoral meeting or PPM and through emails and informal discussions.

A teacher file is maintained by the EAL Coordinator to ensure teachers have access to resources useful for EAL students during lessons.

A confidential staff file containing details of EAL student support is maintained within the staff drive, restricted access for only the School Head, Assistant Head & SENDCo / EAL Coordinator.

3.14. Staff Support & Training

The Senior School SENDCo has completed a postgraduate diploma in TEFL to support her in the role of EAL Coordinator. The Head of Prep English is also available to assist in lesson planning and differentiation.

3.15. Policy Cross Reference

This policy should be read in conjunction with:

- GDST Equal Opportunities Policy;
- Anti-bullying policy.

4. APPENDIX

4.1 EAL Checklist: (example only)

EAL CHECKLIST



- 1) Do I know my students' levels?
- 2) Do they understand the lesson objective?
- 3) Do I know what English language skills are needed to access the lesson? Have I planned to teach/model and practise them? Provided opportunities to extend them?
- 4) Have I provided visual support? Gestures, facial expressions, real objects, pictures, graphs, mind maps, role play etc.
- 5) Am I providing opportunities for pair and small group work?
- 6) Have I highlighted key words/phrases?
- 7) Is the seating plan supporting learning?
- 8) Have I thought about supportive, scaffolded questioning?
- 9) Are there opportunities for pupils to support each others' learning?

SPEAKING AND LISTENING

BEGINNERS

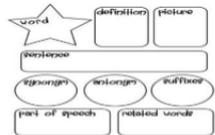
- Build up one word answers into full sentences by prompting.
- Ask yes or no questions and questions which provide the answers: Is it red or black?
- Active listening exercises: Listen and fill in the blanks/listen and sequence/listen and complete the chart.
- Rehearse ideas before writing: linear plan/mindmap, think pair share, pupils explain their plan to a partner; give a presentation.
- Thinking time. Wait, repeat, paraphrase.
- Hotseat activities: let pupils plan the questions.
- Elicit language for higher level thinking – explain, predict, what if?

ADVANCED



READING AND WRITING

- Use DARTS – labelling; match-ups with word, definition and picture; cloze; sequencing; true or false; jumbled words and sentences, categories activities.
- Storyboard.
- Build semantic webs: the word – its definition, symbol, diagram, example of its use, where you find it, what it's made of, use it in a sentence.
- Provide sentence starters
- Provide writing frames
- Pupils to supply sub-headings for paragraphs.
- Give a sample paragraph and pupils substitute the new information
- Deconstruct a text, then reconstruct, with added info.
- Make opportunities for: scanning and skimming, paraphrase and summary.



5. DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
Brighton Girls EAL policy	Initial	March 2018	Initial policy development	Valeria Zinola Paul Fairhurst	Expired
Brighton Girls EAL policy	02	September 2019	Review & change of school name	Kate Ashdown	Expired

Brighton Girls EAL policy	03	October 2020	Review	Kate Ashdown	Expired
Brighton Girls EAL policy	04	September 2022	Review	Valeria Zinola / Katy Barwis	Expired
Brighton Girls EAL policy	04	October 2022	Review and Pep additions	Laura Comerford	Live

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