PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Author:	EAL Co-ordinator
Reviewer:	EAL Co-ordinator
Reviewed:	September 2026
Next Review:	September 2027

1. Introduction

The term EAL is used when referring to pupils where the language used at home is not English. Bryanston is a high-performing academic environment, and pupils require a good standard of English on entry to succeed. The School is committed to making appropriate provision of teaching and pastoral support for pupils for whom English is an additional language.

This policy sets out the School's aims, objectives and strategies with regard to meeting the needs of EAL pupils and helping them to achieve the highest possible standards.

2. Aims

- To ensure as far as possible that language is not a hindrance to the development of each pupil's potential.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School.
- To allow EAL pupils to thrive in all aspects of school life by cultivating key academic skills and fostering a supportive atmosphere, which recognises the personal and cultural adjustments our international students must make when living and studying in the United Kingdom.

3. Objectives

- To assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School
- To help EAL pupils to become confident and fluent in speaking, listening, reading and writing in English in order to be able to fulfil their academic potential.
- To assist pupils in meeting the English language requirements for British and other English-speaking universities worldwide.
- To support pupils in accessing the curriculum providing a sound base in academic subjects.
- To ensure that all EAL pupils are able to understand key information about life at school including messages about Safeguarding and Wellbeing.

4. Admissions Senior

- EAL students generally join the school in year 9 (D) or year 12 (A3).
- Students will have been assessed using the entrance tests appropriate for their year

of entry. These test reading, comprehension and writing skills.

- At the same time, they should have achieved the required levels of English as set out in the Admissions Policy

- For year 9 (D): Overall Cambridge English Scale score of 162, achievable in B2 First, B2 First for Schools Test or C1 Advanced Test. Or an overall IELTS band score of 5.5 with at least 5.0 in each skill.

- For year 10 (C), an overall Cambridge English Scale score of 169, achievable in B2 First, B2 First for Schools Test or C1 Advanced Test. Or an overall IELTS band score of 6.0 with at least 5.5 in each skill.

- For year 12 (A3), an overall Cambridge English Scale score of 176 from C1 Advanced Test. No less than 169 in any paper. Or an overall IELTS band score of 6.5 No less than 6.0 in any skill.

Admissions Prep

- EAL students generally join the school in year 5 or above.
- Students will have been assessed using an online EAL assessment called Password. This provides us with information about their level of reading and grammar via multiple choice questions and requires them to complete a short essay.
- EAL Students will need to have reached the required level of English to be able to access the Prep curriculum as stated in our admissions policy.

5. On Entry

- All students for whom English is an additional language will be assessed using the Oxford Placement Test in the first week of term. This will be used to determine whether extra support by a qualified EAL specialist will be necessary. An additional charge for EAL classes is made. Please refer to the Finance Department for current charge rates.
- The expectation will be that all students will be able to function within the academic timetable, with perhaps limited extra support.
- Students in year 12 (A3) should have a relevant English language qualification if they intend to move on to higher education within the UK system. If a student has been accepted and does not meet these criteria, they would be expected to take IELTS.
- It would be expected that those pupils who enter in D would be able to access the curriculum and sit the same exams as other students. If a student is unable to access certain parts of the curriculum, provision might be made for a reduction of their timetable: a pupil might apply to drop the MFL component and sit a GCSE in their native language, and/or sit the IGCSE English as a Second Language qualification.
- The EAL Coordinator suggests approaches and provides information for teaching staff and tutors to use for developing teaching strategies for EAL pupils.
- The EAL Coordinator oversees examinations access arrangements for EAL pupils through liaison with the SENCO and the Examinations Officer.
- The EAL Coordinator monitors the progress of EAL pupils through progress tracking, liaison with tutors and teachers, reporting to the SENCO and ultimately to the Deputy Head, Academic on these matters.