



BURGESS HILL
— GIRLS —

EAL Policy Senior School and Sixth Form	2 i
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Responsible for Initiating Review of Policy	Assistant Head - Academic
Committee to Review	SLT
Last Review Date	August 2025
Review Period	Three yearly
Approved by (Committee and Date)	SLT
Approved by Board of Governors	November 2025
Effective Date of Policy	September 2025
Next Review Date	August 2028
Related Policies	2a Curriculum Policy Statement – Senior School and Sixth Form 2b Curriculum Synopsis – Senior School and Sixth Form Policy Statement on Admissions EAL Process and Charges from Senior Staff Handbook Further documents that relate to the implementation of the policy can be found in the Senior Staff Handbook.

1. Introduction

Burgess Hill Girls is proud to welcome applicants for both boarding and day places for whom English is an Additional Language (EAL). Students generally join the school on the understanding that they will follow the full school curriculum appropriate to their age and English language ability. As the curriculum is delivered through English, it is essential that pupils demonstrate a level of proficiency in oral and written English which enables them to thrive academically and integrate into the school community.

2. Overall Aims

- To welcome and celebrate the cultural, linguistic and educational diversity that EAL pupils bring to Burgess Hill Girls and encourage a sense of pride in each girl's own culture.
- To foster an interest in life in Britain and British culture.
- To support individual EAL girls throughout the school with academic English language so that they can access the curriculum, participate fully in lessons and achieve their academic potential in their school career and public examinations.
- To provide opportunities to develop the skills of reading, writing, speaking and listening in English, as well as support to develop confident use of more complex grammar and vocabulary suitable for the school's academic context.
- To provide general English language support so that girls can participate in school life at all levels, socially and academically. EAL lessons aim to foster self-expression and personal development through the study of English language.
- To foster a familiarity with the English language so that EAL girls feel at ease with its use, being prepared to take linguistic risks and extend their linguistic capabilities within a safe and supportive learning environment that encourages a 'have a go' attitude.
- To equip students with the necessary qualifications to enable progression to higher education.

3. Objectives

- To identify, through a combination of entrance testing and diagnostic testing at the start of each academic year and liaison with teaching staff, the language learning needs of EAL girls to ensure that each girl is following an appropriate course of language study.
- To develop the academic language skills required across the curriculum
- To support the transition from general English to academic English

- To ensure teaching staff are informed and have access to students' language profiles and needs
- To work closely with subject teachers and provide tailored EAL support strategies
- To ensure strong collaboration between the EAL and SEND departments, enabling accurate identification of need
- To promote independent learning through target setting and review
- To provide differentiated teaching to support and challenge learners appropriately
- To monitor progress regularly and communicate effectively with students, staff and parents
- To identify and support students requiring access arrangements in examinations

4. Admission and Language Expectations

Students entering Years 7–11 are expected to have approximately B1 (CEFR). Sixth Form entry requires IELTS 6 (B2 CEFR). Students who do not meet these thresholds will automatically be enrolled in additional EAL provision and will be expected to undertake additional English language tuition in school holidays.

5. Provision

EAL support is provided through small-group or individual lessons. Provision is tailored to individual need, through ongoing assessment and includes flexible entry, exit and re-entry. Students may join at any stage in the academic year following consultation with subject teachers and the EAL department.

6. Academic Language and Curriculum Access

In addition to language development, the EAL curriculum supports students in accessing academic subjects by developing understanding of subject content, interpreting exam questions, and structuring effective written responses. EAL provision supports access to subjects but does not replace subject teaching.

7. EAL–SEND Collaboration

The EAL and SEND departments work in close partnership to ensure accurate identification of students' needs, distinguishing between language acquisition and special educational needs and providing appropriate support.

8. Monitoring and Review

Student progress is monitored through ongoing assessment, staff collaboration, and regular review. Provision is adjusted according to identified need.