English as an Additional Language Policy

Lochinver House School is enriched by a diverse community, which reflects the cosmopolitan composition of the wide region that we draw from and serve. This diversity of cultural heritage, both valued and celebrated, empowers our pupils to be educated as global citizens.

We celebrate that a significant number of families have, and use, languages other than English at home and do so in widely differing degrees. This policy acknowledges the rich variety of languages used at home. Lochinver House School seeks to be well informed, so that our provision for each pupil benefits from such understanding and appreciation.

The purpose of this policy is to outline the School's approach to identification and meeting the needs of pupils who are classified as having English as an additional language ("EAL"). This policy applies to all pupils, including those in EYFS.

Definition
An EAL pupil is a one whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. Parents and teachers work together in the best interests of pupils with EAL.

EAL pupils may be:
- newly arrived from a foreign country and school
- newly arrived from a foreign country, but an English speaking school
- born abroad, but moved to the UK at some point before starting school
- born in the UK, but in a family where the main language is not English.

EAL pupils require varying levels of provision.

Lochinver House School ensures that all pupils have access to a broad, balanced, and relevant curriculum and recognises:
- EAL learners make the best progress within a whole School context, where pupils are educated with their peers
- The School environment promotes development through the rich use of language
- English is best learnt through the curriculum
- The school structure, pastoral care, and overall ethos help EAL pupils integrate into the school whilst valuing diversity
- Bilingualism is viewed as a positive and life enriching asset.

EAL pupils are therefore encouraged to play a full part in all learning opportunities.

Identification and Assessment

Identification and assessment are carried out with the purpose of providing the most appropriate provision for each pupil. In assessing the nature and extent of a pupil's grasp of English the following is carefully considered:

- Information from the registration form.
- Information from interviews with parents.
- Information from initial assessment papers.
- Information from the previous school.

Assessment is undertaken as a partnership between the class teacher, subject specialists, parents, and the pupil.

EAL Classification Codes

The Department for Education uses the following classification codes for EAL pupils. In our assessment of EAL pupils, competence in English is categorised using this scale:

A NEW TO ENGLISH	The pupil may: • Use first language for learning and other purposes • Remain completely silent in the classroom • Be copying/repeating some words or phrases • Understand some everyday expressions in English but may have minimal or no literacy in English • Require a considerable EAL support
B EARLY ACQUISITION	The pupil may: • Follow day-to-day social communication in English and participate in learning activities with support • Begin to use spoken English for social purposes • Understand simple instructions and can follow narrative/accounts with visual support • Have developed some skills in reading and writing • Have become familiar with some subject specific vocabulary • Still need significant EAL support to access curriculum
C DEVELOPING COMPETENCE	The pupil may: • Participate in learning activities with increasing independence • Be able to express self orally in English, but structural inaccuracies are still apparent • Be able to follow abstract concepts and more complex written English • Require ongoing support, particularly for understanding text and writing. • Require ongoing EAL support to access curriculum fully
D COMPETENT	The pupil may: • Engage successfully in oral activities across the curriculum • Read and understand a wide variety of texts • Demonstrate a lack of complexity and evidence of structural errors in written English • Need some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary • Need some/occasional EAL support to access complex curriculum material and tasks
E FLUENT	The pupil can: • Operate across the curriculum to a level of competence equivalent to a pupil who uses English as first language. • Operate without EAL support across the curriculum.

Provision for learning needs is best expressed in terms of 'learning support'; an umbrella term including SEN, EAL and More Able pupils. This encompasses:

- Curriculum planning.
- Support for individual pupils or groups of pupils within the classroom.
- Differentiation.
- Support for those responsible for teaching these pupils.
- Supplementary 1:1 or small group provision as required. As highlighted the School aims to address the needs of EAL pupils within the classroom, however, there will be times when it will be appropriate for pupils to be withdrawn from lessons to receive focused support.
- In the EYFS, all reasonable steps being taken to provide opportunities to develop and use the home language in play and in learning, as well as supporting language development at home.

Monitoring and Recording

It is the responsibility of the class teacher to maintain up to date records of EAL pupils in their class whilst they are in their care.

It is the responsibility of the Head of Learning Support together with the Deputy Head Academic to maintain, monitor and update the register of EAL pupils within the School. This register uses the DfE classification codes.

Special Educational Needs and Differentiation

EAL pupils are not children with SEN and Lochinver House School recognises that most EAL pupils needing support with their English do not have SEN needs but have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Some EAL pupils may have a special educational need and in such cases, pupils will have equal access to school Learning Support provision, in addition to EAL assistance. EAL pupils with a special educational need will be identified as part of normal assessment procedures as outlined in our SEND Policy. EAL pupils considered to be more able or to have an individual talent will be identified as part of normal assessment procedures as outlined in our More Able Policy.

The NALDIC website is the main source of information for all matters connected to EAL provision: https://naldic.org.uk/

Reviewed By	Special Educational Needs Coordinator (SENCo)
Approval Body/ Committee	Education
Last Review	Spring 2025
Next Review	Spring 2027
Policy Linked To	Curriculum Policy, Data Protection Policy, Equal Opportunities Policy, More Able Policy, Privacy Notice, Personal, Social, Health and Education (PSHE) Policy, SEND Policy.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.