



HEATHFIELD SCHOOL

Overseas Pupil Admissions and EFL/EAL (English as a Foreign/Additional Language) Policy

Policy Area:	Academic
Relevant Statutory Regulations:	ISSR Part 1
Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head (Academic)
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This policy will be reviewed at least biannually, and/or following any concerns and/or updates to national and local guidance or procedures.

Introduction

Heathfield School (“the School”) is committed to developing the full potential of every pupil. English as a Foreign Language (EFL) is the use of English by speakers with different native languages. Such instruction to English learners, generally called English Language Learning, is more commonly known as English as an Additional Language (EAL). These pupils enrich the School community through the diversity of the culture and the experience they bring. In providing for international pupils, for whom English is an additional or foreign language, the School has to balance the needs of the individual against those of the whole community. Pupils who attend the School will need to be able to undertake an academic curriculum and work independently, even if they are receiving additional support.

Policy Statement

- It is the policy of the School to ensure that pupils with EFL needs are treated as favourably as others and that EFL pupils have access to the whole School curriculum and that they are fully integrated into the School. The School wishes to support and integrate all EFL pupils to become effective, independent learners and thereby achieve their maximum potential.
- The policy recognises that most pupils with EFL needs will have linguistic difficulties rather than cognitive concerns. However, it will not be assumed if progress is slower than expected that language difficulties constitute the only reason for any difficulties because there may be additional learning difficulties.
- This policy should be read in conjunction with the Equal Opportunities and the Learning Skills and SEND (Special Educational Needs and Disabilities) Policies.
- EFL is part of the Spectrum Department with the SENDCo (SEND Co-ordinator) heading that department and qualified teachers to instruct the pupils.

Aims

Heathfield School aims:

- To meet the needs of all pupils, including EFL pupils;
- To endeavour to create an environment in which EFL pupils can improve their English Language skills enabling them to make progress in their other subjects;
- To allow the pupils to gain internationally recognised English Language qualifications, offering relevant tuition;
- To allow the pupils to gain an understanding of English culture and heritage.

Admissions Procedure

EFL pupils, for whom English is a non-native language, will go through the same admissions process as English-speaking candidates (i.e., standardised computer-based tests if possible, written English and Maths examinations if not). In addition, new pupils will also be seen by the EFL teacher who will assess them to determine the level of support they may require. Prospective candidates with bi-lingual and multi-lingual backgrounds are also assessed in order to offer support, if needed, in English Language.

Applicants must supply details of previous education and a report from their present school. Admission is based on the expectation that pupils should be capable of managing the same course of study as native and near-native English speakers.

Provision for the EFL Pupils

Whilst Heathfield remains an English school, it acknowledges that for EFL pupils to gain the very best from the opportunities on offer, it must make those opportunities easily available to all pupils.

When an offer of a place is made by the School, recommendations of lessons with the EFL teacher may be made as a condition of entry to the School in order to give the pupil the best opportunity of accessing the curriculum.

Following entry to the School, a further assessment will be undertaken to determine the pupil's level of English, the exact number of EFL lessons required and the most suitable course for language needs. The number of additional lessons will be decided through discussion with the parents or guardians. These lessons are charged as extras and will be added to the termly school invoice.

An induction programme is introduced as early as possible, beginning with an introductory tea party for the EFL pupils, allowing them to experience English customs from the start. This will be an opportunity to meet staff and fellow pupils.

Each year, where possible, there is a Lower Sixth Form International Prefect who also addresses the needs of the overseas pupils.

Senior pupils will help the EFL pupils to become familiar with the layout of the school and the names and places of the buildings. The School rules are explained so that all pupils know what is expected of them.

Pupils in the lower part of the school are assigned a 'Reading Buddy' to promote reading fluency, understanding of the text and vocabulary, intonation and expression as well as overall enjoyment of reading.

The School charges all pupils who receive a programme of specialist teaching. The rates vary depending on whether the tuition is one-to-one or in a group class.

EFL Teaching

The School employs specialist EFL teachers and provides specific EFL lessons for those pupils who require support. Pupils have the opportunity to continue developing and perfecting their English in individual or small group lessons, taught in dedicated facilities. A range of course books is used and the key language skills of listening, speaking, reading and writing, as well as vocabulary and grammar, are covered. Heathfield's EFL teachers provide language support for pupils alongside their mainstream academic subjects. The progress of pupils is frequently monitored and staff keep in contact with parents and guardians regularly.

The EFL course curriculum has three specific aims:

1. To develop language skills in speaking, reading, writing and listening to enable all students to use English with greater levels of confidence
2. To develop functional and extensional language skills and enable pupils to access the curriculum through first language translation and subject support
3. To prepare pupils for the appropriate EAL exam. This may be:
 - Cambridge Key Test (KET)
 - Cambridge Preliminary Test (PET)
 - Cambridge First Certificate (FCE)
 - Cambridge Advanced English Certificate (CAE)
 - Cambridge Certificate in Proficient English (CPE)
 - A Level pupils are prepared for the International English Testing System (IELTS) in preparation for university entrance or further academic study

Strategies for Achieving the Aims

- The SENDCo liaises and works closely with the Registrar and Leadership Team regarding all the information available on new EFL pupils in order to plan a programme of study if required.
- The Head of EFL-EAL draws up an EFL-EAL register for all existing students, together with the new pupils showing date of entry, language use requirements and placement of English along stipulations in The Universal Language Learning Frameworks (CEFLT) authorised by The University of Cambridge.
- Make use of all baseline school data e.g. MIDYIS, Yellis and ALIS and internal exams for screening, diagnostic purposes for adapting to a pupil's individual programme.
- Make test results, including those of EFL pupils, available to staff to aid their support.
- Offer guidance to staff on effective in-class differentiation to help them cater for the different learning styles and level of English language requirements of non-English learners.
- Create individual learning profiles on EFL pupils, to be regularly updated and reviewed by EFL staff.
- Ensure the information available on EFL pupils is readily accessible by all staff.
- The SENDCo to facilitate regular meetings with the Deputy Head (Academic) or any other appropriate staff to keep them fully informed, in particular the English Department and Head of House, and evaluate progress and review the pupil's EFL programme.
- Employ specialist staff of EFL to teach those pupils with EFL needs and provide adequate training to maintain their up to date knowledge and skills.
- Facilitate meetings with House staff to support pupils experiencing cultural differences.
- Liaise with the Examinations Officer on issues concerning Exam Access Arrangements for both internal and external examinations.
- Provide whole-staff training on supporting EFL pupils when required.

English and International University Applications

The School's curriculum has been designed to allow pupils to choose a range of subjects that allow access to all major universities in the UK, Europe and America. The balance of the curriculum is particularly important in some European countries which require quite specific combinations of

subjects to gain entry to university or academic competence in advanced level English for academic purposes (EAP). Pupils should familiarise themselves with these requirements and communicate them to us before starting their Sixth Form course if they wish to study at such a university, although Heathfield School is always willing to research such information.

Extra-curricular Opportunities

All EFL pupils have the opportunity to participate in any of the extra-curricular activities that are offered by the School, in addition to leaving with their EFL qualifications.

Parents' Visits and International Communications

Parents of EFL pupils receive regular written updates on their progress. They also have the opportunity to attend planned meetings arranged by the School. If they are unable to visit the School on those occasions, they are able to meet staff when they are visiting providing prior notice is given of their planned visit.

Related Policies

- Admissions Policy
- Curriculum Policy
- Special Educational Needs and Disability Policy
- The Provision for Pupils with Particular Religious, Dietary, Language or Cultural Needs Policy