I English as a second language (ESL)
(Reviewer: Lloyd Dannatt August 2023)

Reviewed by SMT August 2023)

Education and welfare provision for pupils for whom English is an additional language (incl. EYFS)
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Any pupil whose first language is not English will be offered appropriate ESL support. ESL pupils are assessed before acceptance into the school. Unless they have a very high level of English proficiency, ESL tuition is offered for inclusion in their timetable. Pupils are not taken out of other academic subjects for ESL, as this would be counter-productive. Pupils may be taught individually and in small groups. Where appropriate, IELTS tuition is offered to ESL pupils in the Sixth Form, usually one lesson per week. Pupils requiring ESL support are included in the Learning Support Register.

Definition
This policy is concerned with pupils whose first (home) language is not English. Our English as a Second Language (ESL) pupils use English as an additional language for education purposes. Hurstpierpoint College (Hurst) is committed to making appropriate provision for the teaching, learning and pastoral wellbeing of our ESL pupils. The College will ensure that the learning needs of each ESL pupil are identified and fully met and that the qualities they bring to the College are recognised and valued. This policy applies in all sections of the College including EYFS.

Statement of Intention

- To promote good practice in our management and care of pupils whose first language is not English, by providing them with linguistic support across all areas of the curriculum as required and to offer them any welfare support they may need.
- Each ESL pupil's Tutor, HoY and HoM (Senior School only) support them in their school life and social integration.
- Pupils are prepared for any necessary examinations and are supported in their studies.
- Our policy takes into account the DfE statement (SEND Code of Practice, January 2015): 'Difficulties related solely to limitations in English as an additional language are not SEN.' As such we recognise that having a first language other than English is not in itself a learning difficulty**.**

ESL Pupils

- We have a low number of ESL pupils throughout the College. We do not offer full boarding, which limits the number of international students.
- ESL students who are studying for A Levels and IELTS with the intention of going to a British university can be prepared for the IELTS exam as required. The ESL IGCSE is occasionally taught in the Senior School is appropriate for an ESL pupil. Prep School pupils are not prepared for a formal exam.

Admissions

- As detailed in our Admissions Policy, admission is based on a process of selection. ESL pupils are pre-tested and are assessed by an ESL teacher.
- International candidates for the Senior School are assessed by interview. An internal assessment is used to ascertain the pupil's aural, oral and written proficiency in English. Although a visit to the College is strongly recommended, candidates unable to attend an

interview are required to complete the assessment in exam conditions and a Teams interview.

- Younger students are pre-assessed before arrival at Hurst, usually during taster and sampler days in our Junior Prep and Senior Prep Schools, and during assessment days in our Senior School. There is a selection procedure at 4+ prior to entry into Reception, when the College is able to identify any children for whom English is an additional language. Alternative arrangements for assessment may be made, to ensure that the pupils' needs are understood and fully met from the start of their time at Hurst.

Aims and Objectives of ESL Teacher(s)

Aims

- To ensure that all ESL pupils are able to use English confidently and competently
- To ensure the particular welfare needs of ESL pupils are met
- To have high expectations of all ESL pupils and to ensure that every student leaves Hurst with the required English proficiency qualifications for university.
- To enable students to experience success in their academic career at Hurst (and beyond) without the potential barrier of having English as a second or additional language.
- To develop enthusiastic language learners by delivering high quality and individually-tailored lessons to maintain and stimulate students' curiosity, interest, enjoyment and achievement.
- To encourage students to develop personal qualities such as perseverance, initiative, empathy, self-confidence and an ability to work effectively independently and in a group.
- To allow students to develop transferable skills and informed opinions about the English language and British society.

Objectives

- To ensure that our ESL pupils make the most of their time at Hurst and feel supported as their English proficiency improves.
- To encourage pupils to communicate confidently and fluently in English.
- To ensure that pupils receive regular and effective feedback (both spoken and written) in support of their learning
- To prepare pupils thoroughly for IELTS and ESL IGCSE examinations as required
- To actively celebrate effort and success for all pupils and to show this in the written and verbal feedback given to pupils and by effective use of the College's rewards system.
- To ensure that pupils understand the learning objectives of each lesson and piece of prep.
- To recognise the importance of guiding pupils to learn to take active responsibility for their work and progress. Work will be sufficiently challenging, meet the needs of all individuals and provide a balance between teacher-directed and self-directed work.
- To ensure that approved exam concessions are in place as appropriate.
- To ensure staff appreciate the benefits of having ESL pupils in the College and in their classroom and have the information they need to best respond to the needs of these pupils.

To ensure that any child in the EYFS requiring ESL support is helped to develop dual language skills and that they have sufficient opportunities to fully develop their English language skills, both written and oral. Reasonable steps will be taken to provide opportunities for children to develop and use their home (first) language in play and learning and to support their language development at home. The teacher works closely with parents and carers to allow the child to reach their full potential and develop fluency in English.