



EIFA

Admissions Policy

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EIFA

EIFA serves a diverse community of students from a range of nationalities, cultures and backgrounds. We offer a bi-lingual education based on the French national curriculum where French and English are the main languages of learning. EIFA has adopted a set of principles that guide every feature of our educational provision and the school is explicitly committed to the French National Curriculum and our EIFA school-based international curriculum which prepares students for the International Baccalureate Diploma (EIFA is a currently a candidate school).

Bi-lingual

International

Quality

Working languages are languages in which the EIFA communicates with its community, students, parents, staff, admin and Board.

EIFA welcomes applications for admission from all students regardless of nationality, religion or gender. Applications are considered throughout the year and visitors are always welcome to make an appointment to receive a private tour of our school.

1. Admissions Policy and Procedure

Our admissions policy is articulated to encourage the maintenance of diversity in our student body, as well as to ensure that students who are admitted to EIFA can benefit from our bi-lingual education provision and be successful in the terms of our structured objectives for learning. We recognise that a number of students are less likely to benefit from our model of education. Our policy and procedures are designed to identify these students in order to help parents and the school make the best choices in line with the individual needs of these students.

EIFA also operates a policy on maximum class sizes. Our policy provides a clear set of criteria which are used to make decisions when the number of applications exceeds the places available.

2. Admission Process

Admissions Process
Request, complete and submit an EIFA application form (available on our website as a pdf).
Contact the admissions team to set an appointment to visit the school.
Submit school reports from the last two years and results of any special learning or

psychological assessments.
Meet with the Head of School or Curriculum Coordinator to discuss programmes.
Arrange with the school a taster day. Students applying for Year 9 and upwards will be assessed on their Mathematics and English/French level (if unable to visit school, the assessment can be sent to current school for completion). Feedback will be communicated to the family within 2 school days.
Previous school to submit confidential reference.
Decision on admission by the school.
Invitation to enroll, or placed on waiting list.

3. Admissions Procedures

3.1 If places are available, students who fulfill our admissions criteria may be admitted at any time during the academic year at the discretion of the School. If classes are full, then we open a waiting list and students are offered places as they become available according to our admissions criteria (see below). Families who accept a place should register their child immediately, although some flexibility may be exercised in exceptional cases (for example families living overseas).

3.2 Current Little EIFA families are given priority in re-registering their children for the new school year. Places are offered to new families on the waiting list (we operate a first come first served protocol on our waiting list) only after the privileged enrolment period for Little EIFA families and Westminster residents has expired.

3.3 Families of students seeking admission to EIFA in Years 7 to 13 should contact the school to arrange an appointment with the Headteacher or the Curriculum Coordinator. The purpose of this meeting is for parents to become informed about the school (its principles and its educational programme) and for the school to evaluate the application. Ideally, the student should also attend this meeting or arrange a follow-up interview at a future date. Meeting the student is an important part of the admission procedure. Parents should bring to this meeting the documentation listed below.

3.4 For students applying to Years 7 – 13, the School will carry out a formal assessment of the student in order to determine year placement, or to decide on appropriate learning or behavioural support. The school may also require further educational or psychological evaluations if there is felt to be a need for further information to support individual students. If individual support is deemed to be necessary then specific arrangements will be negotiated with the family who may be required to wholly or partially fund the extra provision that is needed for their son/daughter.

3.5 Once an offer of a place is made, it is confirmed at the moment the student's family accepts in writing and the school accepts payment for the deposit and/or tuition fees. At this moment parents should be particularly aware of the commitments they are making towards the school.

4. Admissions Documentation

- The EIFA application form together with a recent photograph of the student
- Copies of the student's school reports for the previous two years
- Reports of the results of any special academic or psychological assessments
- A confidential reference emailed from the child's current school
- Copy of the Visa to live in the UK
- Copy of the birth certificate
- Copy of the student's passport
- A signed and completed medical form
- A completed IBDP transfer form (if applying to Year 13 from an other IBDP World School)

5. Minimum level of English or French required

During the primary years and up to the start of Year 8 of the senior years, we accept children who have not yet mastered one of the two languages of instruction, French or English.

For Year 9 and Year 10 students, it will be subject to approval by the Headteacher. Additional assessments may be required based on the academic performance of the child.

Year 11, as well as IB Diploma Programme students should ideally be fluent in at least two languages.

6. Entry at 11+

11+ students will be invited for an informal interview with the Head of School or Curriculum Coordinator. This interview will be held at the school or via Skype/telephone if needed.

Students will also be asked to produce a reference letter from a teacher or Headteacher of their current school as well as to write a motivational letter in either English or French

7. Entry at 16+

16+ students will be invited for an informal interview with the Headteacher. This interview will be held at the school or via Skype/telephone if needed.

Students will also be asked to produce a reference letter from a teacher or Headteacher of their current school as well as to write a motivational letter in either English or French.

8. Admission Criteria

Admission to EIFA is open to all students likely to benefit from EIFA's educational programme and to families who understand and commit to the core values of the school. Priority is given to the following categories in assessing applications:

- Siblings of current EIFA students
- Children of ex-EIFA students
- Applicants from the international community
- Applicants who have English or French as a first language, or who are bi-lingual in French and English

9. Language Requirements.

We always base admission on academic records as well as the student's proficiency in both the French and English languages. International students transferring to the UK will be admitted regardless of their ability in English or French up to Year 8 and EAL/FLE provision will be made available by the school.

Exceptions to this open admission policy are students with identified learning or behavioural issues where additional support may be necessary on an individual basis. French and English nationals and other students transferring from French/English speaking schools will be expected to have a satisfactory level of French/English.

10. Support for Individual Needs.

We are able to provide a limited level of support for students with mild to moderate learning difficulties. **We require that parents inform us of any previously identified special needs or previously received support at the time of application.** In some cases, parents may be asked to commit to providing extra support for their child, which may take the form of in-class support, or out of school provision.

11. Reasons for Denying Admission

Admission is at the discretion of the school and may be denied for many reasons, from the impossibility to find a place due to full enrollment, or an evaluation that EIFA cannot cater for the student's individual learning or behavioural needs.

In general, admission will also be automatically denied in the following cases:

- a) the student is not academically able
- b) the student is not linguistically able (Year 9 upwards)
- c) the student has been expelled from their previous school
- d) the student will not be living with his or her immediate family (a Year 12 or 13 student may be living with a legally appointed guardian)
- e) the student does not already have a visa to live in the UK

12. Criteria for Placement in a Year

AGE	FRANCE	UK	USA
3	Maternelle Petite section	Pre-reception	Nursery
4	Maternelle Moyenne section	Reception	Pre-K
5	Maternelle Grande section	Year 1	Kindergarten
6	C.P.	Year 2	1st Grade
7	C.E. 1	Year 3	2 nd Grade
8	C.E.2	Year 4	3 rd Grade
9	C.M.1	Year 5	4 th Grade
10	C.M.2	Year 6	5 th Grade
11	6eme	Year 7	6 th Grade
12	5eme	Year 8	7 th Grade
13	4eme	Year 9	8 th Grade
14	3eme	Year 10	9 th Grade
15	2eme	Year 11	10 th Grade
16	1ere	Year 12	11 th Grade
17	Terminale	Year 13	12 th Grade

12.1 Age

We always place students in the year appropriate to their age, seeking to differentiate for their individual needs within this context. As a general rule, students are admitted to Pre-reception, Reception, and Year 1 on the basis of their age. For Maternelle students must reach respectively 3-4 and 5 years of age by 31 December.

12.2 School Record

When transferring from another school we consider previous record as well as chronological age. In general, if a student has satisfied the criteria for year promotion in their previous school, they will be admitted for the subsequent grade at EIFA. If we cannot evaluate previous experiences

on the basis of reports and references, we may carry out an admission assessment, or suggest a trial period.

12.3 Language

It is not common practice for us to ask students to repeat a year purely on the basis of their ability in the English language. We prefer students to interact with peers at their own level of maturity and intellectual development. However, if there are special language needs this may be reflected in the initial placement.

13. Advice and Information for Parents Following Admission

Parents who join the EIFA community are expected to commit to the following:

- The EIFA Core Values
- Their contractual obligations indicated in the registration form
- Learning about our educational provision and the implications of our Primary and Senior school curriculums (through the EIFA, French Ministry, and IBO websites and by attending the workshops and presentations we organise in school)
- Learning about how to support students whose Mother Tongue is not English or French by providing continuing opportunities for them to develop and express themselves in their Mother Tongue - see MTLE provision in the EIFA Language Policy.
- Aim to become sufficiently proficient in English or French so as to communicate with EIFA and participate in the education of their son or daughter (language course may be organised on request, both individual or group courses)
- Become active and supportive members of the EIFA community (through constructive involvement in the life and goals of school and through engaging in the Parent Association or other parent activities).

14. Senior School Overview

In Years 10-11, students may work towards completion of the IGCSE programme. The IGCSE “provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers”. There is a combination of both compulsory and optional subjects and criterion-related assessment is an on-going and essential feature of every course. At the end of Year 11, students sit external examinations for some of the courses taken over the two years (or in some cases one year) which serve to help parents, staff and students to decide on the appropriate courses to be followed in Years 12 and 13.

In Years 12-13, all students follow the International Baccalaureate Diploma Programme (DP) courses. All students aim for the ‘full’ IB Diploma, which is recognised by universities all over the world. Alternatively, students can follow individual IB Diploma Programme Courses, which are recognised by some universities in the UK and America, but do not carry the global recognition of the ‘full’ IB Diploma.

The DP is an “academically challenging and balanced programme of education with final examinations that prepares students for success at university and life beyond.” Students study 6 subjects (3 at Higher Level and 3 at Standard Level), in addition to three core components: a course in Theory of Knowledge, a programme of Creativity, Activity, and Service, and an Extended Essay. The Senior School also offers a wide range of extra-curricula activities, in addition to a programme of pastoral care and advice for universities and careers.

15. Admission to Senior School from schools other than EIFA

General

All programmes at EIFA lead towards IB Diploma qualifications. We cannot provide for students who would benefit from alternative targets or who require substantial learning support. Admission is based on school records from the last two years and a personal interview in which families can demonstrate a commitment to the Core Values of the school.

Students with particularly weak English or French skills may be asked to follow an intensive language course (EAL or FLE). Such courses and any additional support required will be provided by the school at no additional cost.

Where we are in doubt about the suitability of our programmes for any applicant we sometimes admit students on a trial basis. In this case the targets and criteria for success will be clearly identified in writing before admission. The aim of the trial is to give a specific period to assess whether the student can be successful at EIFA, ensuring that the trial is also short enough for him/her to transfer elsewhere if we find that our system is not appropriate for the student concerned.

A student with a diagnosed learning or behavioural issue will only be considered for admission following evaluations by the school support services and an agreement with the family regarding the provision of any individual support, which needs to be funded by the family.

We do try to place students in age appropriate year groups, and parents must be aware

Year 10

Students applying from French schools will be considered if they meet all of the following criteria:

- Achieving ‘excellent’ in most subjects.
- Good ‘international’ reasons for joining our school.
- A reasonable ability in English suitable for this grade level.

Year 11

We will consider students whose school records indicate that they will be able to progress to the IB Diploma programme in Year 12. Admission will be based on good school records and clear evidence that the student is committed to learning.

Year 12

We will consider students whose school records indicate that they can be admitted to the IB Diploma programme. Admission will be based on good school records, particularly at the end of Year 11 (French curriculum/IGCSE results, etc.) and clear evidence that the student is committed to learning. Applications for Year 12 after the October half-term break will not be considered unless the student is already following an IB Diploma programme in another IB World School.

Year 13

We will consider IBDP transfer students who have achieved pass criteria (usually 28 points, a full draft of the Extended Essay, a substantial and validated CAS profile, a complete draft of their ToK essay, and a live university application profile) at the end of the first year of the Diploma programme and where courses are compatible.

The transfer IBDP applicant's current school will be required to complete and submit to the school an EIFA IBDP transfer form as part of the EIFA application process. Only when this has been received and considered, along with the other application materials will EIFA consider the application.

The EIFA Headteacher and IBDP Coordinator will be involved in close liaison with the family and the previous school to set clear individual criteria for the subjects to be studied.

The IB Learner Profile

Underpinning all programmes at EIFA is the IB Learner Profile, whose 10 attributes characterise successful learners.