

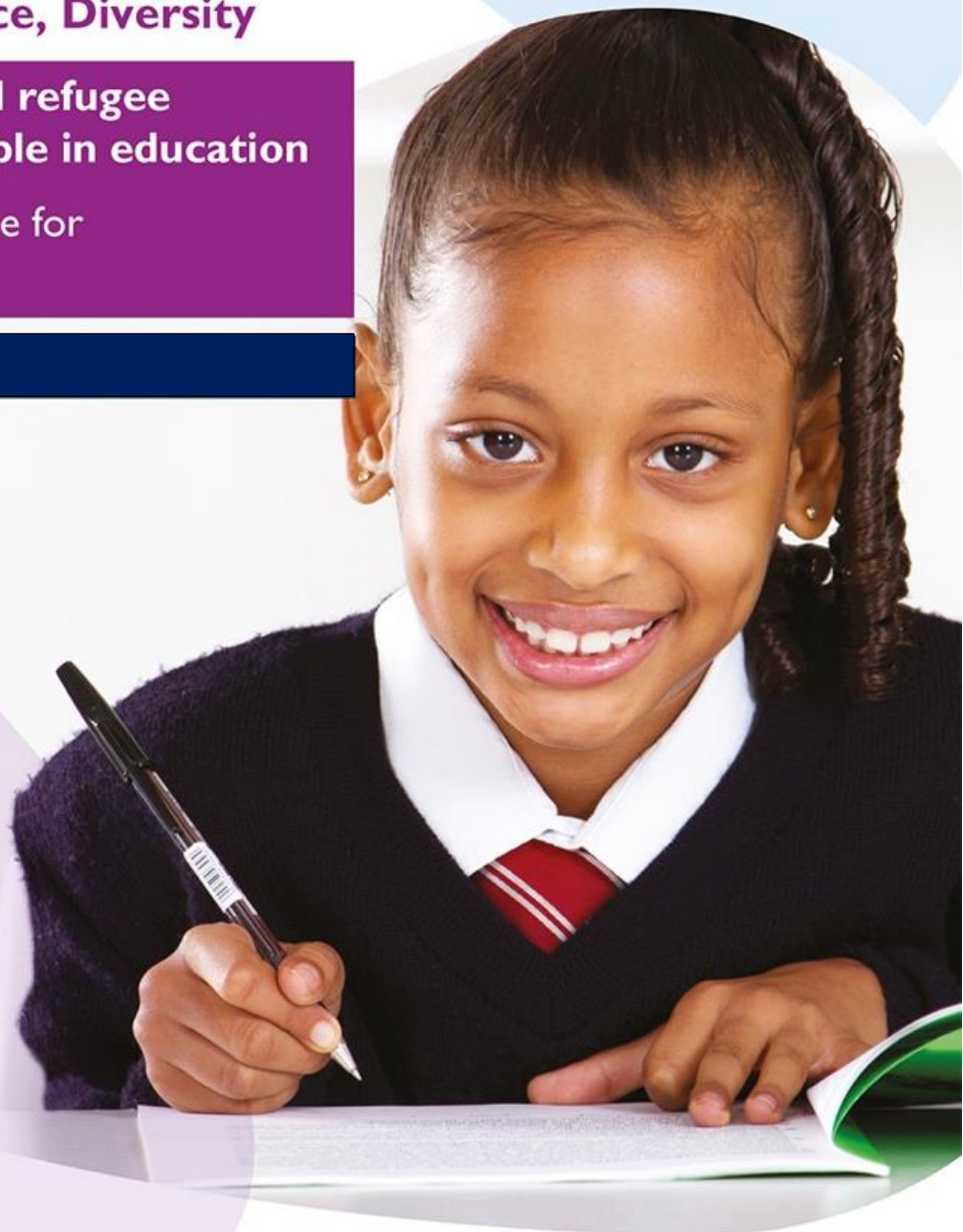
# Hampshire Ethnic Minority and Traveller Achievement Service

Equality, Excellence, Diversity

Asylum seekers and refugee  
children/young people in education

Good practice guidance for  
Hampshire schools

January 2022



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# Foreword

This guidance was produced by Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) to support Hampshire schools receiving children/young people who are seeking asylum or are refugees. Some of these children/young people will be with their parents or other family members and others will be Unaccompanied Asylum Seeking Children and Young People (UASC).

EMTAS works in close partnership with the Hampshire Virtual School for children in care, particularly around meeting the needs of Unaccompanied Asylum Seeking Children and Young People (UASC). As children in care, they may arrive with a range of needs arising from the circumstances which led them into care, which will affect their learning in different ways.

Hampshire has a long tradition of supporting its schools, colleges and youth services in creating secure and tolerant communities where everyone is valued and respected. We recognise that children and young people who are seeking asylum or are refugees are entitled to full time education appropriate to age, aptitude and cultural identity and that through integration into mainstream education, they bring an important dimension to the life of an institution.

Hampshire County Council acknowledges its obligations to prepare its asylum seeking and refugee children, including those who are UASC, for full integration into the wider community. Our shared aim will always be to secure the best possible education provision for them, where they can flourish in a culture of high expectations and aspiration.

This guidance focuses on practice. Its aim is to support Hampshire schools to offer excellent provision for all children who are seeking asylum or are refugees, including those who are UASC, making use of the full range of best practice strategies and drawing on the knowledge and experience of Hampshire schools who have worked successfully in meeting the needs of this particular group of students in the past.

We aim to support schools to enable these children and young people to access the full range of provision so that they may achieve good rates of progress throughout their time in education in the UK.

Local Authority and school policies on ethnic minority support, intercultural education, racial harassment, British values, SMSC, and CiC can all contribute to a climate of effective learning for all pupils. What matters most of all is practice - how the statutory guidance around promoting education, the principles of care, inclusion,

support, access to good teaching and effective learning are put into practice. That is where this document begins.

Here you will find information on:

- the asylum process
- safeguarding
- induction
- pastoral/welfare
- dealing with trauma
- assessment
- guidance for using interpreters
- teaching and learning
- the role of the Virtual School
- resources and useful contacts
- case studies
- sample Profile reports and PEP forms with guidance notes

You can contact EMTAS and the Virtual School for any further advice needed:

Hampshire Ethnic Minority & Traveller Achievement Service  
(EMTAS),  
Dame Mary Fagan House,  
Chineham Court,  
Lutyens Close,  
Basingstoke.  
RG24 8AG

Tel: 03707 794222  
Website: [www.hants.gov.uk/emtas](http://www.hants.gov.uk/emtas)  
Twitter: [www.twitter.com/HampshireEMTAS](https://www.twitter.com/HampshireEMTAS)

Hampshire Virtual School for Children in Care  
Queen Elizabeth II Court,  
Winchester,  
Hampshire.  
SO23 8UG

Tel: 01962 835227  
Website: [Hampshire and Isle of Wight Virtual School and College for children in care | Hampshire County Council \(hants.gov.uk\)](http://Hampshire and Isle of Wight Virtual School and College for children in care | Hampshire County Council (hants.gov.uk))  
Shared mailbox: [virtualschool@hants.gov.uk](mailto:virtualschool@hants.gov.uk)

**Lisa Kalim**  
EMTAS Specialist Teacher Advisor  
January 2022

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# Information on the asylum process

## What is seeking asylum?

When seeking asylum the applicant is effectively asking for protection and permission to stay in the UK. The asylum seeker is seeking protection from persecution that has been suffered or that he/she is at risk of suffering because of his/her nationality, race, or ethnic origin, political opinion, religion or social group in their country of origin.

## What is the difference between a refugee and an asylum seeker?

The term *refugee* is widely used to describe displaced people all over the world but legally in the UK a person is a refugee only when the Home Office has accepted their asylum claim. While a person is waiting for a decision on their claim, he or she is called an *asylum seeker*. Some asylum seekers will later become refugees if their claims for asylum are successful.

## Who are unaccompanied asylum seeking children/young people (UASC)?

### Definition

An unaccompanied asylum seeker is a person who, at the time of making their asylum application, is under 18 years of age or who, in the absence of documentary evidence, appears to be under that age and who is applying for asylum in his/her own right and is without adult family member(s) or guardian(s) to turn to in this country. A child is not unaccompanied if he/she is being cared for by an adult prepared to take responsibility for them.

Some of the children and young people seeking asylum attending schools in Hampshire will be unaccompanied. This means that they arrived in the UK without an adult family member or guardian accompanying them. Some of these children/young people will have been placed in Hampshire by another Local Authority. Many of these children and young people will have experienced trauma including the loss of their parents and/or siblings, or will have lived in war conditions.

### Age assessment

If there is uncertainty about a child/young person's age and it is possible that they are under 18 then they will be treated as a child (under 18) until an age assessment can be arranged. This will be carried out by two Hampshire social workers and an independent adult. The child/young person has the right to appeal the decision of the age assessment if they do not agree with it. If an age assessment is felt to be necessary, it will have been carried out before the child/young person is placed in a school. Schools should use the date of birth given to the child/young person at their age assessment. If no age assessment was carried out, schools should use the date of birth used by the Home Office.

## What is the process for claiming asylum?

Asylum applications are made direct to UK Visas and Immigration, which is a section of the Home Office. The application can be made at the point of entry, eg a port or airport, or after the applicant has arrived in the UK. The asylum seeker will need to provide evidence of persecution, either orally or in writing. UK Visas and Immigration will make a decision based on the information given. UK Visas and Immigration aims to make their decision within 35 days, but in reality it can take much longer.

Since August 2007 there has been a system called the *New Asylum Model* in place at the Home Office. This is the system used to process all asylum claims including those of UASCs. The claims of children/young people who have adult family members with them are treated together as a family unit. Each asylum application is assigned to a specific member of UK Visas and Immigration staff, a Case Owner. This person will deal with the case throughout the whole process, from the time the application is made until the family or child/young person is granted permission to stay or is removed from the UK on reaching the age of 18.

**On Day 1** there will be a *welfare interview* in which UK Visas and Immigration takes the personal details of the applicant plus any dependents and their journey to the UK, and checks if they have claimed asylum in the UK or Europe before.

**By Day 10** the applicant and any dependent children will be asked to attend a *first reporting event* where they will meet their Case Owner who will deal with their case.

**By Day 20** the completed Statement of Evidence Form (SEF) must be returned to the Case Owner.

**By Day 25** the Case Owner will have arranged a *substantive interview* with the family or unaccompanied child/young person. This is where the applicant gets the opportunity to describe to the UK Visas and Immigration Case Owner what has happened to them and what it is they fear in their own country. Case Owners are available who have had specialist training in interviewing unaccompanied children/young people.

**By Day 35** the Case Owner should be in a position to make a decision on the asylum application.

Some of the above steps will have already been completed by the time a child or young person seeking asylum starts school in Hampshire. However, it is possible that the process may not be finished before they begin their education in the UK and schools need to be aware that a child or young person seeking asylum may need time off school to attend the interviews above and/or to meet with their legal representative. This will apply whether they are with a family member or are unaccompanied.

After full consideration by UK Visas and Immigration here is one of three outcomes:

- Full refugee status
- Humanitarian Protection (HP) or UASC Leave (Limited Leave in the case of an adult)
- Refusal

## Full refugee status

A person is recognised as a refugee when the Government decides they meet the definition of a refugee under the 1951 United Nations Convention Relating to Refugees and accepts that the person has a well-founded fear of being persecuted because of his or her nationality, race or ethnic origin, political opinion, religion or social group. A person with refugee status is granted leave to remain in the UK for 5 years. After this period they are eligible to apply for Indefinite Leave to Remain (ILR). ILR must be applied for just before the 5 years are up. The UK government will afford protection to the person and will not send him/her back to the country from which he/she fled. They will have full rights to benefits and social housing and will be helped to build new lives in the UK.

## Humanitarian Protection or UASC Leave/Limited Leave

In April 2013 the previously used Discretionary Leave (DL) was replaced with UASC Leave for children or Limited Leave (LL) for adults.

**Humanitarian Protection (HP)** will be granted if the removal of a person to their country of origin would place them at 'serious risk to life or person'. Those granted HP are given leave to remain in the UK for 5 years.

**UASC Leave** will be awarded where the person is an unaccompanied asylum seeking child/young person (UASC) and they would previously have been given DL to age 18. Most UASC placed in Hampshire schools will be granted UASC Leave. Those granted UASC Leave are able to stay in the UK for either 3 years or until they are 17½ years old. After this period it may be possible for individuals to apply for further leave to remain.

Adult asylum seekers will have full rights to benefits and social housing and they may have the right to appeal.

Both statuses will be 'time limited' and both will be 'actively reviewed'. This could mean, in the event of the individual's circumstances having changed (for instance if there have been developments in their country of origin,) they could be refused further leave and removed from the UK.

## Refusal

Asylum seekers who are refused permission to stay may be able to appeal against the decision. If an appeal is unsuccessful the asylum seeker may be removed from the UK. However, in the case of UASCs this will not be until after their 18<sup>th</sup> birthday. Children/young people in the appeals process still retain their right to education. The Home Office intends that all appeals be held within two months but in reality they can take much longer.

## Legal Assistance

All asylum seekers have the right to legal advice regarding their claim. Adult claimants may have to pay for this, although legal aid is sometimes available. The claimants' Case Owner will be able to advise on how to find a legal representative.

The government provides funding for legal representation for UASCs. It is imperative that the UASC seeks legal advice during their asylum application. The child/young person's social worker will ensure that they receive appropriate legal advice and will organise interpreters if necessary.



# Safeguarding

## Trafficked children/young people

Trafficking is when a child/young person is moved either within a country or into a new country for the purpose of exploiting them. They may be controlled by harm, including physical and sexual abuse, or threats of harm to themselves or their family. Fear of Voodoo or Juju may also be used. They are made to work to pay back the cost of their travel to the UK – their debt bond. Children and young people who are not trafficked do not have this debt as usually a family member paid for their travel to the UK before they left their country of origin.

Some of the asylum seeking and/or refugee children and young people in Hampshire schools will have been trafficked. Usually they will already have been identified as trafficked before starting their education in Hampshire. In these cases, detailed information will have been given to the school by the child/young person's social worker on how to keep them safe whilst at school. All UASC will be assumed to have been trafficked until proved otherwise in order to safeguard them.

Occasionally, a child/young person may not already have been identified as trafficked prior to commencing their education in Hampshire. If any school has suspicions that an asylum seeker/refugee may have been trafficked they should immediately report their concerns to the child/young person's social worker, if they have one. If they do not currently have a social worker, Hampshire's Child Protection team should be contacted. They will then initiate a multiagency response to keep the child/young person safe including notifying the Willow team, Social Care, the police, the Home Office and Barnardo's Child Trafficking Advocacy Service. If appropriate a referral will be made to the National Referral Mechanism. The school will be kept fully informed of any strategies that they need to use to keep the child/young person safe.

The DfE (2017) document below provides useful additional information in relation to the safeguarding of UASC:

<https://www.gov.uk/government/publications/safeguarding-unaccompanied-asylum-seeking-and-refugee-children>

## Risk indicators: how to identify a trafficked child/young person

The presence of some of the following may indicate that a child/young person has been trafficked:

- Is from a country of origin where trafficking of children/young people to the UK is more common. The ten most common countries of origin for trafficked children/young people are: Vietnam, Albania, Slovakia, Romania, Nigeria, Bangladesh, Eritrea, Hungary, China and Pakistan. (Source: National Crime Agency (2015) *NCA strategic assessment: the nature and scale of human trafficking in 2014*). According to Barnardo's, for those arriving in Hampshire the majority of trafficked children/young people originate from Vietnam, China and Morocco.

- Journey to UK had been arranged by someone else other than themselves or their family.
- Appears withdrawn and refuses to talk when first found or appears afraid of talking to a person of authority.
- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy.
- Is malnourished.
- Receives unexplained/unidentified phone calls.
- Has had periods of being missing from Local Authority care.
- Exhibits self-assurance, maturity and self-confidence not expected to be seen in a child/young person of that age.
- Was one of many unrelated children found at one address.
- Works long hours after or before school/college and at the weekends.
- Works in various locations.
- Has been seen begging for money.
- Talks of having to earn a certain amount of money each day.
- Talks about having to pay off a huge debt.
- Performs excessive housework chores before or after school and at the weekends.
- Is excessively afraid of being deported.

## **Strategies for keeping a trafficked child/young person safe in school**

The specific strategies that are necessary to keep a particular trafficked child/young person safe will be discussed by the relevant social worker with staff from the school/college that they are attending. It is very important that the strategies are consistently applied and any difficulties are reported immediately to the social worker. The strategies implemented may change over time if the perceived risk level changes. Recommended strategies may include some of the following:

- Taking a photograph of the child/young person annually at school/college so that if they disappear there is a recent photograph of them to show to the police and to use to try and find them.
- Having a clear set of procedures for what to do if the child/young person goes missing during the school/college day. Action must be taken immediately – the first hour is critical to their chances of being recovered.
- Not allowing the child/young person access to a mobile phone, landline telephones or the internet whilst in school/college.
- Checking each morning that the child/young person has arrived in school/college by a certain time.
- Checking that the child/young person is present in each lesson.
- Not allowing the child/young person off site during lunch times.

- Checking that the child/young person leaves the premises at the end of the day with only known adults, or if permitted to travel home independently, phone home to check that he/she has arrived safely by a certain time.
- Ensure that staff on the reception desk know not to allow anyone other than known safe adults to pick up the child/young person at any time. Be particularly wary of anyone saying that they are a relative of the child/young person and trying to take them out of school/college.
- Check with the child/young person's social worker or Barnardo's before using an interpreter in school to speak with the child/young person as traffickers sometimes work as interpreters to gain access to their victims.
- Discuss any forthcoming school/college trips with the child/young person's social worker who will risk assess each one and decide if it is safe for the child/young person to attend. An additional member of staff may need to be allocated to monitor the pupil at all times.

## **Support available from Barnardo's Child Trafficking Service**

Barnardo's aims to improve outcomes for children and young people at risk of trafficking for exploitation through the development of specialist support services to provide early identification, intervention and support to those not yet exploited, those being exploited and those attempting to exit exploitation and to reduce the risk of re-trafficking.

It does this by running a Child Trafficking Advocacy (CTA) service. The service will support, advise and guide children who have been trafficked or who are at risk of being trafficked and help them navigate complex systems such as children's services, criminal justice and immigration, and enhance their understanding and experience. The service has six full time Advocates who will work on average with 16 children and young people (per advocate). The CTA researches and writes specialist trafficking reports that can be submitted to Visas and Immigration as part of the child/young person's asylum claim. Barnardo's are also able to appear in court if required. Child Trafficking Advocates will:

- Work directly with young people who have been trafficked or who are at risk of trafficking; providing advocacy, support, signposting and offering services to them in accordance with the aims and objectives of the project
- Contribute to the planning and delivery of group work, working closely in partnership with other agencies
- Contribute to the delivery of specialist training for staff from partner agencies
- Walk the journey with child trafficking victims referred to the service up to the age of 18 years old within the defined geographical areas
- Work in line with the National Advocacy Standards
- Work collaboratively with every Local Authority to ensure where relevant a referral is made to the National Referral Mechanism
- Provide a confidential service according to data protection guidance and information sharing protocols
- Use assertive outreach to engage those young people who are hard to reach
- Sign-post and assist young people to access services, including to appropriate legal services in order to address their immigration status/rights

- Work with young people to ensure their needs are appropriately brought to the attention of relevant agencies for example the Local Authority, housing, health, CAMHS and/or other therapeutic services

*Please note this is not an exhaustive list*

Barnardo's Independent Child Trafficking Advocacy service contact details are:

24/7 support line: 0800 043 4303

To make a referral use this link: [ICTG service referral form | Barnardo's](#)



# Admissions statement from the County Admissions Team

As far as admission to school is concerned, refugee and asylum seeker children have the same rights as other children coming to this country. Guidance from the DfE (March 2014) states that *“When you deal with an application for a child who is not a UK national, you must comply with the [school admissions code](#). You must not refuse a school place simply because of doubts about the child’s immigration status.”* This specifically includes the children of asylum seekers and parents who have limited leave to enter or remain in the UK as well as UASC.

Applications for admission on behalf of asylum seekers must by law be treated in the same way as any other application. The fact that a potential pupil may have little or no English is not a valid reason for refusing admission; nor is uncertainty about the child’s immigration status. The School Admissions Code, referring to an admission authority’s obligation to comply with the Equality Act 2010, says *“An admission authority must not discriminate on the grounds of ...race, religion or belief.”*

In-Year Fair Access Protocols exist to ensure that access to education is secured quickly for children who have no school place, and to ensure that no school is asked to take a disproportionate number of children with challenging behaviour. The Code states that all schools must participate in their local authority’s protocol in order to ensure that unplaced children, especially the most vulnerable, are offered a place at a suitable school. This can include admitting children above the PAN to schools that are already full. The operation of the Fair Access Protocol is triggered when a parent of an eligible child has not secured a school place under normal in-year admissions procedures.

If places remain within a school’s admission number, these must (apart from in exceptional circumstances - see next paragraph) be offered to children on whose behalf an application is made. They must be offered even if to do so might increase pressure on class sizes. A year group can only be said to be full when the admission number for that year group has been reached. For the year of entry to the school (i.e. Year 7 in a secondary school), the school is obliged, if the demand is there, to admit up to the admission number published on the County’s website (the PAN). It is important to remember that, in some cases, the admission number for later year groups might not be the same as the PAN, for example where a school is undersubscribed and only staffed and organised for a significantly smaller number than the PAN - or where a school has decided to admit and organise for a higher number of children in the year group. Looked after children, such as UASC, can always be admitted over the admission number if this is necessary to secure the right school place for the child.

The Code cites one set of circumstances in which it might be possible to refuse admission to a particular child even if there was still space with the PAN. *“Where a governing body does not wish to admit a child with challenging behaviour outside the normal admissions round, even though there are places available, it must refer the case to the local authority for action under the Fair Access Protocol. This will normally*

*only be appropriate where a school has a particularly high proportion of children with challenging behaviour or previously excluded children. This provision will not apply to a looked after child, a previously looked after child or a child with a statement of special educational needs naming the school in question, as these children must be admitted" (Section 3.12). As with any other application, there is the right of appeal to an independent panel if a place is refused for this reason.*

Please contact the School Admissions Team for advice.

<http://www.education.gov.uk/schools/adminandfinance/schooladmissions/a00202983/children-from-overseas>



# Inducting an asylum seeking child/young person into your school

Schools may not always know that an asylum seeking child/young person or refugee is about to join their school. The parents/guardians of accompanied children/young people may not always tell the school that they are asylum seekers or refugees for a variety of reasons. Even if school staff suspect that a family may be asylum seekers or refugees, perhaps because of their country of origin, it is often a question that schools are understandably reluctant to ask.

The way that an asylum seeking child/young person is inducted into their new school is key to their future success in education in the UK. It is essential to plan their induction carefully as early as possible. If it is not clear whether a particular child/young person is an asylum seeker/refugee or not, it is advisable to proceed with induction as if they may be, as much of the following advice is good practice in the induction of any child/young person entering the UK education system from abroad.

## Collecting information

As soon as a school knows or suspects that it is to admit an asylum seeking child/young person it should start the process of collecting as much information about the child/young person as possible. In the case of an UASC this process will be part of an Education Planning Meeting (EPM) set up by one of the agencies involved in supporting the UASC such as the Virtual School.

Initially, information will be available from the child/young person's social worker and carer at home in the case of UASCs or from parents/guardians in the case of accompanied children/young people. Key information includes their date of birth (or the date allocated to them by the Home Office if unaccompanied), first language, country of origin, whether they are thought to be trafficked or not, their religion and whether they are practising or not, any significant health issues that the school needs to know about, details of any other languages they may speak, whether they can read or write in any of them and whether an interpreter will be needed for initial key meetings at the school. It would also be helpful to know if the child/young person has suffered any trauma through what has happened to them or what they have witnessed, especially in the case of UASCs.

It is also important to try and find out if the child/young person has been to school before in their country of origin. It is quite common for UASCs to have very fragmented education or no formal education prior to coming to the UK. Children/young people who are accompanied may also have experienced disruption to their education due to the situation in their country of origin meaning that regular school attendance may not have been possible.

## The admissions interview

Once some initial information has been gathered, an admissions interview should be organised as soon as possible, together with an interpreter if required. As well as

completing routine admissions procedures, this meeting should be used to ask older young people for their views on what they would like to study at school and to find out what their aspirations for the future are in terms of jobs/careers. For UASC, this information will also be useful for the child/young person's Personal Education Plan (PEP) - see page 36. Practical issues such as the uniform needed (be aware that some children/young people will be unused to having to wear a uniform), where to buy it and that help may be available with purchase costs for accompanied asylum seeking children/young people (Hampshire Locality Teams may be able to help with grants for primary school aged children and the County Admissions Team for secondary school aged pupils) and arrangements for food at lunch times should also be covered. Asylum seeking children whose parents/guardians are in receipt of benefit, supported by Social Care or the National Asylum Support Service (NASS) are entitled to free school meals. UASCs are not entitled to free school meals. Money to use in the canteen at lunch time should be provided by the UASC's carer or alternatively they can provide a packed lunch. Consideration should be given to any religious restrictions on what foods the child/young person may eat, eg a halal diet, and how this will be catered for in school. Either bringing in food from home or choosing the vegetarian or fish option in the canteen usually prove to be satisfactory solutions.

This meeting is also an opportunity to explain to the child/young person and their parents/guardians if accompanied what the school can offer them and how the education system works in the UK. It is important to remember that those who have not attended school before may have very little idea about education in the UK and may have little understanding of what primary and secondary schools are like, how they are organised, the teaching methods used and what the different opportunities on offer to them entail. Even those who have attended school will probably have experienced a very different style of education to that found in the UK. It is sometimes inappropriate to ask older young people to choose option subjects, for example, at this initial meeting as they may need a period of time to find out what the subjects are before deciding. In such cases it can be helpful to arrange for the young person to shadow other students in the same year group for a week or two to experience the subjects first hand before having to choose.

After the admissions interview it is helpful to admit the child/young person to the school as soon as possible after the necessary preparatory work has been completed, even if it is close to the end of a term. It can help the child/young person to have even a few days in school to get used to moving around the building and to start to see how school in the UK works before a school holiday. They are then able to start the following new term more confidently.

## **Guidance on where to find interpreters and how to use them effectively in school**

Contact EMTAS if you need an interpreter and do not have a member of staff who speaks the language needed in your school. In most cases EMTAS will be able to arrange for an interpreter to visit your school but there may be a charge for this service.

EMTAS run telephone language helplines regularly during term time which maintained schools can use as required and non-maintained schools/others can buy into. These

may be useful for communicating with the parents of some asylum seeking children, particularly those who speak Arabic. See EMTAS's website for details of languages available and days of the week/times:

[EMTAS phone lines \(Term time only\) | Hampshire County Council \(hants.gov.uk\)](http://www.emtas.gov.uk)

Interpreters can also be booked direct through interpretation agencies. Lingland covers the whole of Hampshire and some schools may prefer to make their own bookings. Lingland's contact details are below:

Website <http://www.lingland.net>  
Telephone 01489 576657  
e-mail [info@lingland.net](mailto:info@lingland.net)

When using interpreters in school to assist with assessments or meetings involving asylum seeking children/young people and/or their parents the following advice/information may be helpful:

- Make sure that your interpreter speaks the same language as the child/young person or parent/guardian, including the same dialect if relevant, and is also able to read and write in this language.
- Be aware that if the child/young person or parent/guardian is from an area of conflict then the possible political affiliation/ethnicity of the interpreter may be an issue. If concerned about this check with EMTAS or the interpretation agency when booking, speak with the child/young person's social worker about suitable interpreters if an UASC.
- Similarly if the child/young person has been trafficked, advice on suitable interpreters to use should be sought from the child/young person's social worker and/or Barnardo's. It is not unheard of for traffickers to seek work as interpreters in order to track down the location of young people that they have lost contact with. Particular care should be taken with Vietnamese speaking interpreters.
- An interpreter of the same sex as the child/young person or parent/guardian may be more appropriate especially for those coming from cultural backgrounds where the sexes are more segregated than in the UK or in cases where the child/young person has suffered from child sexual exploitation (CSE).
- UASCs will already be familiar with meetings involving the use of interpreters and will already have experienced at least one before starting school in the UK. (probably with UK Visas and Immigration). It may be possible to arrange to book the same interpreter that was used before – the UASC will probably find the process easier with a known interpreter. The UASC's social worker will be able to advise on previously used interpreters and whether they would be suitable to use in school.
- Be aware of cultural issues depending on the background of the interpreter. It may not be appropriate to shake the hand of an interpreter from certain backgrounds, for example, especially if they are of the opposite sex. Similarly, it may not be appropriate to maintain prolonged eye contact with them, especially if they are of the opposite sex.

- Make sure that the interpreter is clear about the purpose of the session and has been adequately briefed before starting.
- Make sure that the interpreter is introduced to the child/young person or parent/guardian and that their purpose for being at the meeting is explained.
- Make sure that it is made explicit to the child/young person or parent/guardian that the interpreter will not pass on anything that he/she hears at the meeting – everything is confidential. The child/young person or parent/guardian may feel particularly worried about someone from his/her own cultural background hearing certain information in case anything is passed back to their country of origin or to UK Visas and Immigration.
- The interpreter should sit next to the child/young person or parent/guardian to facilitate communication.
- The member of staff leading the meeting/assessment should speak and look directly to the child/young person or parent/guardian, not the interpreter. Questions should be phrased ‘Do you ...’ for example, not ‘Does he/she...’.
- The member of staff needs to speak at a reasonable pace and must remember to pause to allow the interpreter to interpret. Do not speak for too long without pausing as this will make it difficult for the interpreter to remember exactly what has been said.
- The member of staff should use straight forward language and avoid jargon.
- Encourage the interpreter to interrupt and intervene during the interview when necessary, for example if the member of staff is speaking too fast or for too long without pausing or the child/young person/parent or interpreter has not understood and needs clarification.
- Ensure that enough time is allocated for the meeting/assessment – a lot longer will be needed when using an interpreter.
- The interpreter will directly interpret what the member of staff says and will not give their own opinion or add extra information unless directly asked by the member of staff. They will, however, indicate if they feel the child/young person or parent/guardian has not understood the question or needs clarification. They will also indicate if there is a cultural reason for a possible misunderstanding and will provide clarification and explanation about the cultural issue.
- At the end of the interview check whether the child/young person or parent/guardian has understood everything and wants to know or ask anything else.

## **Preparatory work to be completed before the start date of the asylum seeking child/young person or refugee**

- Decide on the most appropriate year group placement for the child/young person. In most cases, and certainly in primary school and lower secondary school, this will be the year group that they should be in according to their chronological age (according to either their date of birth or the date that has been allocated to them by the Home Office in the case of UASCs). However, occasionally it may be decided that a particular child/young person would

benefit from being placed in the year group below their chronological age. This would be appropriate for some young people of Year 11 age, for example, who would have a chance of succeeding at GCSE exams if they joined Year 10 instead of Year 11 to allow them time to cover the whole syllabus. However, please bear in mind that this needs to be considered very carefully and in conjunction with EMTAS and the Virtual School in the case of UASCs.

- For secondary school aged young people, decide upon the most appropriate timetable for the child/young person. This should be close to a full time timetable in most cases. For those in Years 7, 8, and 9 a normal timetable for the year group is usually appropriate, perhaps with some minor alterations to allow for additional support to take place. For those in Years 10 and 11 there are various options depending on the particular young person, their abilities and aspirations. A near full-time timetable similar to other students in their year group may be appropriate. Alternatively, a near full-time timetable may be created especially for them with a restricted number of subjects perhaps with some 'doubling up' of subjects where, for example, both Year 10 and Year 11 Maths lessons are attended. Another option may be a blended timetable in school together with a part-time college course or part-time extended work experience placement. Contact EMTAS for advice if unsure. Remember that as a child in care, a UASC is entitled to a full time high quality education which meets their needs in line with DfE statutory guidance. Please discuss timetabling with the child/young person's social worker and the Virtual School as there may be additional safeguarding needs to consider.
- Decide on appropriate sets/groups for the child/young person to be in for subjects which are setted or grouped. Generally middle to higher sets (but usually not top sets) are the best sets in which to place asylum seeking children/young people in initially, even if they are in the early stages of learning English as an Additional Language. This is because in these sets they will have access to other students who can provide them with good models of English and effective peer support. Placement in the lowest sets should be avoided unless it is known that the child/young person has Special Educational Needs or Disabilities (SEND). As far as possible, aim to place students in sets according to their cognitive ability rather than their command of English.
- Once the child/young person has been in school for some time and their abilities are better known, their sets/groups can be adjusted if required.
- Inform all staff who will be teaching the child/young person of their arrival and provide them with some basic background details such as the fact that they are or may be an asylum seeker/refugee, their first language, country of origin, if they speak or understand any English and their previous educational background.
- Identify one member of staff who can check on how the child/young person is settling in and can act as the first point of contact if there are any difficulties. This could be the child's classteacher, form tutor, Learning Mentor or the EMA/EAL co-ordinator or the Designated Teacher for Children in Care in the case of UASC.
- Arrange a buddy system to provide support for the child/young person in his/her early days and weeks at school. If the school has any other students who speak the child/young person's first language in the same class or year group these students could usefully be used as buddies. If not, check whether the

year group has any other speakers of any additional languages that the child/young person speaks. Other bilingual or monolingual English speaking students can also be effective buddies especially if any have received training as Young Interpreters or New Arrivals Ambassadors. Further information on the Young Interpreters and New Arrivals Ambassadors Schemes can be obtained from Hampshire EMTAS (see Useful Resources section). It is important to have several students acting as buddies in order to avoid overloading one particular student but also to enable the child/young person to have the opportunity to get to know a wider range of students and to enable a greater number of existing students to have the good learning experience of buddying a newly arrived child/young person. Make sure that buddies have been briefed on what to do, especially on the first day, eg show where the toilets are, what to do at lunch time, help them get to the correct classrooms for lessons etc.

- Organise a tour of the school for the child/young person a few days before their start date to familiarise them with the layout of the building and to find out more about what happens in different parts of the school. If possible a speaker of the child/young person's first language should be present to interpret if needed. This could be one of their future buddies or a relative/friend of the family in the case of accompanied asylum seeking children/refugees. Provide older children/young people with a map of the school.
- Order any resources that may be needed such as bilingual dictionaries, electronic translators, Talking Pens or laptops/ipads. For details of stockists of such resources see Useful Resources section.
- Start to think about what additional support the child/young person may need and how the school will provide it. This will vary for each individual. Generally, in class support is the most effective type of support together with peer support. However, there are times where short term 1:1 support is needed to master specific skills such as learning to read in English. Older children/young people may also need support with homework.
- For UASCs the planning around support strategies and resources will be part of the initial Personal Education Plan (PEP), and linked to individual needs. Consideration of ways in which the Pupil Premium is used will also be part of this process. The Hampshire Virtual School has information about Pupil Premium arrangements on its website.

[Hampshire and Isle of Wight Virtual School and College for children in care | Hampshire County Council \(hants.gov.uk\)](http://www.hants.gov.uk/virtual-school)

## Once the child/young person has started school

- Use the buddy system and check that it is working smoothly.
- Utilise good practice strategies for students with English as an Additional Language (EAL) in lessons. See Teaching and Learning section for further details.
- Refer the child/young person to EMTAS as a new arrival. A Teacher Adviser or Bilingual Assistant will carry out a profiling assessment that can be used as a baseline from which to measure future progress. Each asylum seeking child/young person or refugee is also entitled to up to 10 sessions of support from EMTAS in addition to their standard entitlement as a new arrival.
- If needed, arrange for the older young people in secondary schools to attend some taster lessons in subjects where he/she is not likely to be familiar with what happens in different curriculum areas. Possible areas could include Drama and the various types of Technology lessons on offer. This will enable the young person to make more informed choices when it comes to choosing options. An alternative could be having the young person shadow particular students for a period of time, experiencing their lessons.
- Ensure that the child/young person has been told about what after school and lunch time clubs are available and knows the details of times and days for any that he/she wishes to attend. Encourage attendance to at least one club wherever possible as this is a good way of making friends.
- Check on the emotional well-being of the child/young person from time to time. Ensure that they know who to go to if there are any problems. Be vigilant around any signs that the child/young person is distressed, remembering that they may have suffered significant trauma prior to coming to the UK, or during their journey (see pages 21-22).
- After allowing for a settling in period of a few weeks, the child/young person should be assessed to provide a baseline for their future academic achievement. See the Assessment section for details of how to carry this out.
- Utilise good practice strategies for students with English as an Additional Language (EAL) in lessons. See Teaching and Learning section for further details.
- Track the progress of the child/young person in their acquisition of English using an EAL-specific scale such as the Bell Foundation's EAL Assessment Framework. This particular EAL Assessment framework can also support schools to make accurate returns in the Spring Census using the DfE Proficiency Scale. See the Assessment section and Appendix F for more details.

# Pastoral/Welfare

It is important to recognise that asylum seeking children and young people will almost certainly be showing signs of trauma, particularly if they are UASC. They may have witnessed horrific events. In the case of UASCs, their parents and other family members may have been killed or the children/young people may not know if they are dead or alive. The journey to the UK will also have been quite traumatic in many cases. All asylum seeking children and young people are also having to cope with living in a new country where they initially may know no-one, learning a new language and starting school possibly for the first time in their lives. They may be living with people who do not share their cultural background, language or religion.

Schools can play an important part by providing stability and a normal routine for asylum seeking children and young people. It is important that classteachers, subject teachers and any other relevant staff are aware that these children and young people may be suffering from the effects of trauma, loss, separation and change and that this may affect their behaviour in school as well as at home.

## Ways in which children and young people may show their feelings about loss, separation and change

- fear of loud noises or voices, or of groups of men, or men in uniform
- sadness or irritability
- distressed children/young people may appear worried, miserable or lacking in energy
- poor concentration and restlessness
- being overactive, unable to settle at any one activity, being generally 'silly'
- aggression and disruptiveness - one of the commonest manifestations of distress as well as one of the hardest to deal with. Children/young people may hit out in the absence of other ways of expressing their frustration, may act out inappropriate aggressive behaviour they may have witnessed or may try to keep away from adults or alternatively cling to them, terrified of abandonment
- physical symptoms, such as nightmares, aches and pains, loss of appetite, bed wetting
- frustration and insecurity as a result of unfamiliarity with toys and books, routines, food and customs in the school

## Ways in which children and young people may react to severe distress or trauma

- losing interest and energy
- being very withdrawn
- mood swings
- being aggressive or feeling very angry

- being disobedient and disruptive
- lacking concentration, feeling restless and irritable
- experiencing memories of the events which produce emotions of panic similar to the initial emotion
- avoidance of stimuli associated with traumatic events
- repetitive thoughts about traumatic events, or repetitive play and drawings
- physical symptoms - poor appetite, eating too much, breathing difficulties, pains and dizziness, headaches
- nightmares and disturbed sleep – thus appearing very tired in school
- being nervous or fearful of certain things eg sudden loud noises, uniforms, fireworks
- crying and feeling very unhappy - depression
- not thriving
- self-injury or self-abusing behaviour
- isolation by being unable to form relationships with other students
- have difficulties in relating to adults because of distrust of them
- bed wetting
- being late, absences, truanting

Very young children may show distress in these ways:

- being withdrawn and lacking interest in play or in food
- stopping speaking
- bed wetting
- nightmares
- being restless, overactive or provocative
- becoming wild and aggressive if they have not been to school or nursery before

## **Factors that may help asylum seeking/refugee children and young people to deal with their feelings of loss, separation, change, severe distress and trauma**

- Having supportive parents or other carers who are coping well and encourage them to participate in out of school activities
- Making friends
- Being able to listen to music, watch movies and read newspapers from their country of origin
- Being able to attend a place of worship relevant to their religion and being able to practice their religion in other ways if they so wish, eg having access to a prayer mat and a schedule for prayer times if Muslim
- Being able to share experiences with others in a similar situation

- Having someone to confide in
- The capacity to seek help from others
- Being able to meet up with others who share the same language as them both inside and outside of school
- Following a 'normal' routine of attending school regularly
- Having teachers that offer encouragement and praise
- Making progress in their school work and with their English
- Receiving the support of other students such as their buddies
- Pursuing an activity or interest they enjoy either at home or through an after school club
- Having the opportunity to express themselves through Art, Dance or Music
- Attending a homework club
- Being aware of bullying and racism both in and out of school and dealing with any incidents swiftly and effectively
- Having access to counselling services, preferably school based
- Receiving support from outside agencies
- Having access to more specialised therapeutic interventions such as an individual ELSA programme devised by an Educational Psychologist or specialist bereavement counselling provided by an external agency supported by an interpreter if necessary (Pupil Premium can be used to fund such interventions)
- Ensuring that UASCs are aware of the Red Cross Tracing Service (see later section for details)
- Having hope for the future

## Maslow's hierarchy of needs



Maslow's hierarchy illustrates the psychological needs that asylum seeking children and young people will have on their arrival at their new school. It is worth noting that cognitive needs are a long way up the pyramid. It is therefore unlikely that a newly arrived child/young person will achieve or be motivated to achieve academically if their

needs lower down the pyramid are not met. The quality of the pastoral and welfare support provided by the school is therefore of utmost importance.

## **The Red Cross Tracing Service**

The Red Cross provides an international message and tracing service for people who have become separated from close relatives as a result of war or natural disasters. They can search for relatives and pass messages to them even in hard to reach places such as refugee camps. The service is totally confidential to the young person. No information will be given to anyone else. The child/young person may need reassurance about this, in particular reassurance that no information will be passed on to UK Visas and Immigration. Using this service will not affect their asylum claim in any way.

The Red Cross Tracing Service can be contacted by using the following webpage: <http://www.redcross.org.uk/trace> and clicking on the 'contact us button'. The user will then be asked to fill in their nearest town or postcode. Next click on 'request' and complete the form. The Red Cross will then make contact if it can help.

# Assessment

There is no single 'test' that schools can administer on admission to assess a newly arrived asylum seeking child/young person or refugee. The assessment process needs to be on-going and ideally initiated within the first two weeks of admission. This will enable appropriate provision to be offered and appropriate learning targets put in place. It is good practice to review the progress and placement of the pupil at least termly.

## Formal testing

Schools should be cautious about using formal standardised tests such as the Cognitive Abilities Tests (CATs) with older newly arrived asylum seeking children/young people. Hampshire EMTAS would recommend that these types of tests are not used at all. However, if schools do decide to use them they should be aware that the results of asylum seeking and refugee children and young people are highly likely to be depressed even if the child/young person speaks English fairly well – the scores will not reflect their true ability. This is due to several factors including cultural bias of the tests and the fact that these tests were not standardised on a population that included asylum seeking and refugee children/young people. Even the non-verbal sub-test is unreliable with these children/young people, who often appear confused about what they are expected to do as this type of test is totally outside of their previous experience.

## The profiling process

Assessment should start with the profiling process carried out by a member of staff from EMTAS. Either a Bilingual Assistant or a Teacher Adviser will visit to assess the child/young person, following the school's referral. They may also arrange to speak to the child/young person's parents or guardians if present in the UK (with an interpreter if needed), or the carer or social worker in the case of an UASC and to relevant members of school staff. A profile report will be completed and sent to the school. This will contain information about what is known about the child/young person's family background, current home situation, their linguistic and educational background, their interests and aspirations as well as information on their first language skills. Recommendations for supporting the child/young person will also be included. Completed sample profile reports for a primary school aged child and a secondary aged young person, both refugees, are included in Appendices A and C. A sample profile for a secondary aged UASC can be found in Appendix D.

During profiling, it is only possible to gather limited evidence of a student's skills in English in listening, speaking, reading and writing. To gain a fuller picture of the child/young person's abilities in these areas EMTAS Bilingual Assistants will continue to record observations of the pupil's use of English across the curriculum during any subsequent support sessions. School staff should also contribute to these observations by keeping dated notes which should be shared with the Bilingual Assistant. Initial assessment of the student's English will therefore only be made after sufficient evidence has been gathered, eg after the child/young person has been in school for around half a term or at the end of their EMTAS support sessions. After this, the Bilingual Assistant will, in liaison with school based staff, complete the baseline assessment of the student's English using the Bell Foundation's EAL Assessment

Framework for Schools. Information about baseline assessments of English is included in Appendix B.

A free download for the Bell Foundation's EAL Assessment Framework can be accessed here:

<https://www.bell-foundation.org.uk/Work/EALAssessmentFramework/>

After the baseline assessment of the pupil's skills in English has been completed at the end of support, it is advised that school based staff continue to monitor progress and to inform planning and target-setting using the Bell Foundation EAL Assessment Framework. Training is available from EMTAS to support staff to do this.

Where bilingual support is not needed, the EMTAS Practitioner will record any observations made during their profiling visit(s) on the pro forma and then school-based staff should continue this process themselves. Training is available from EMTAS to support staff to do this.

School staff should ensure that in the case of UASC that the child/young person's profile report and baseline assessment of their skills in English are shared with the child/young person's social worker and that they are appended to their PEP.

## **Actions to take following the completion of the child/young person's profile report**

Once complete, the profiling process will have identified the areas where the child/young person will need additional support. The school can now decide how to provide this support and should start to provide it as soon as practicable. For UASCs this support could be funded through the Pupil Premium Plus grant; see the next section for further information on this. Other asylum seekers/refugees may qualify for Pupil Premium if their family is receiving support under Part VI of the Immigration and Asylum Act 1999. The child/young person's need for support will change over time so it is important to review the support on offer regularly to check that it is still needed and appropriate.

Preliminary targets can also be set at this point. These will also need to be reviewed fairly soon, eg by the end of the child/young person's first term, to check that they are still appropriate. Asylum seeking children/young people and refugees usually make very rapid progress with their acquisition of English once they start school in the UK so may need their targets reviewing more often than other students that receive additional support. For UASC, targets can be recorded on to the child's Personal Education Plan (PEP), with any additional profiling information appended to it. The Designated Teacher should ensure that the social worker uploads any appended material that should accompany the PEP on to the Hampshire data system. Guidance on completing PEP forms for UASC is included in Appendix E.

It is important that profile reports and their baseline assessment of their English skills are distributed to all relevant staff members. Care should be taken with the storage of the reports as they will contain information that is confidential.

At least twice per year re-assess the child/young person's levels in speaking, listening, reading and writing using the Bell Foundation's proficiency bands. A useful interactive recording document can be found via this link: [EAL Assessment Framework - The Bell Foundation \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk) (note that there are separate ones for Primary and Secondary phase). Advice on this is available from EMTAS on request.

Initial progress is likely to be rapid followed by a steadier rate of progress. It should be remembered that it takes about two years for learners of EAL to reach conversational fluency and between five and ten years to reach full academic competency.

# Guidance on using Pupil Premium/Pupil Premium Plus

Some children/young people whose families are seeking asylum or are refugees will be entitled to Pupil Premium (those who are being supported under Part VI of the Immigration and Asylum Act 1999 or have been during the last 6 years). The majority of UASC will be entitled to Pupil Premium Plus as they will be Looked After Children (LAC). They are also entitled to additional funding through the LAC element of the Dedicated Schools Grant (DSG). UASC are entitled to both until they reach the end of Year 11.

The purpose of the additional funding for both groups is to close the attainment gap for these cohorts of children/young people and to improve their educational outcomes. For those receiving Pupil Premium, the additional funding could be used to fund recommendations made on their profile report, eg to pay for counselling to help them overcome the effects of trauma that they have experienced in their home country or on the journey to the UK or to fund additional bilingual support for them in the classroom. For UASC in receipt of Pupil Premium Plus the additional funding should be used to meet the additional needs identified as set out in the child/young person's PEP. The PEP includes a page on which Pupil Premium Plus spend and its impact can be recorded and tracked (see Appendix E). Schools need to be able to demonstrate and evidence that their use of the funding is meeting the needs of their child/young person, as identified in their PEP. A needs analysis tool such as the PEP Toolkit, is invaluable in supporting this process.

## Some areas where the additional funding could be used include:

- 1:1 tuition (with interpreter if needed) to address specific needs eg teaching early reading/writing skills, training the child/young person how to use their first language skills to support better access to the curriculum, teaching them how to use ICT including tablet devices and computers, curriculum-linked language work, do revision
- Purchasing resources such as the PenPal (Talking Pen) for those who don't have first language literacy skills but who would benefit from drawing on their oracy to support their learning in English
- Purchasing bilingual story books/other bilingual resources as needed
- Purchasing paper translation dictionaries which can be used in exams for older learners who have first language literacy skills
- Purchasing revision materials to use at home, either in paper or electronic form for those who have exams soon
- Preparing and entering an older learner for heritage language GCSE (where available/appropriate)
- Therapeutic interventions such as art therapy
- Educational Psychologist support and advice
- Counselling and or access to an ELSA if available

- Buying in additional bilingual support in the classroom from EMTAS
- Buying in ESOL provision from a local college

EMTAS and the Virtual School team will be able to advise schools on what types of interventions are available in their area and how to access them.

## Tests, exams and qualifications

### Key Stage 2 SATs

As with other children with English as an Additional Language, asylum seeking children/young people and refugees should not take the Key Stage 2 SATs if they are working below the overall standard of the tests. They should also not take them if they arrive in the UK shortly before the SATs take place and there has not been sufficient time to assess whether they are working at the overall standard of the tests or not.

For those who are working at the standard of the tests there are a number of possible special arrangements that are permitted. These include having a reader, a scribe, extra time, providing oral or written translation and writing responses in first language (the school will need to provide a written translation if this option is used). There is also the option to apply for 'special consideration' during the marking of a pupil's scripts which may be appropriate for some asylum seeking children who have recently suffered severe trauma and are working at the standard of the tests. The school is required to apply for some of these arrangements and others are at the Headteacher's discretion. Not all of the arrangements will be appropriate or necessary for any individual child. It is important to note that all special arrangements must be based on normal classroom practice for the pupil. The school is required to have evidence that any support provided in the tests is also provided in the classroom. Not all of the special arrangements are permitted in all papers. Full details of the arrangements for the current year with criteria for eligibility and information about when the arrangements are and are not permitted to be used can be found on the Department for Education's website below:

<https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

These arrangements may be changed in future years so it is essential to check the detailed arrangements permitted for subsequent years.

### GCSEs

In common with all other children and young people with EAL, asylum seeking children/young people and refugees are permitted to use a bilingual dictionary in their GCSE exams (but not in English, History, Geography, R.E.). The dictionary can be either paper or electronic but must contain no pictures or additional explanation. In order to qualify, the young person must have been in the UK for less than 3 years at the time of the examination and must use a bilingual dictionary as their usual way of working. It is not necessary to apply to the exam board for the young person to use a bilingual dictionary. In 'rare and exceptional circumstances' candidates using a bilingual dictionary can also be permitted 10% extra time. This must be applied for. In order for permission to be granted, the young person must have been in the UK for less than 3 years and have had no prior knowledge of the English language before arrival. For full details of the criteria that must be met in order to qualify for extra time

see the guidance issued by the relevant exam board. It is not possible for young people to have the extra time without using a dictionary. Please check guidance annually as this information is subject to change.

Students may also be able to take a GCSE in their first language, if available. For details of which languages are available contact the exam boards used in your school. If a student's first language is not available, it is worth checking whether they have a second or third language that is offered by the exam boards but make sure that their level of proficiency is sufficient to cope with the exam. EMTAS can offer support with helping prepare students for these exams and can offer staff to conduct the speaking and listening exams if required. There is a charge for this service – please contact EMTAS for current prices.

As well as GCSEs, there are a number of alternative qualifications that may be appropriate for asylum seeking children/young people and refugees.

### **Entry level qualifications**

There are a wide range of courses available at entry level which is at a level below GCSE grade 1. Entry level is divided into 3 sub-levels Entry 1, 2 & 3 with 3 being the most difficult. They include entry level award, entry level certificate (ELC), entry level diploma, entry level English for speakers of other languages (ESOL), entry level essential skills, entry level functional skills and skills for life.

Young people are able to study for these qualifications at a rate that suits them, as there is no set time limit for completion. Post 16 colleges often offer the courses during the day or at evening classes. Schools can set the courses up to run as a one or two year programme within Years 10 and or 11. The range of awards includes the national curriculum subjects such as English, Maths and Science; vocational qualifications such as Preparation for Childcare; and basic skills such as adult literacy or numeracy.

UASCs are offered the opportunity to study for AQA's entry level life skills courses at home including useful topics such as financial management and internet safety. The courses are free and can be fully completed on-line.

AQA, Edexcel, OCR and Pitmans (City and Guilds) are amongst boards awarding entry level qualifications.

### **Level 1 qualifications**

Equivalent to grades 1-3 at GCSE, there are a wide range of level 1 courses that may be appropriate for some asylum seeking children/young people and refugees. Level 1 qualifications include: first certificate, level 1 award, level 1 certificate, level 1 diploma, level 1 ESOL, level 1 essential skills, level 1 functional skills, level 1 national vocational qualification (NVQ) and music grades 1, 2 and 3. For those that have achieved entry level 3 qualifications, level 1 courses provide the opportunity for further progression as an alternative to GCSEs.

## **ESOL**

City & Guilds Pitman, Trinity College London and Cambridge offer an Award in English for Speakers of other languages (ESOL) Skills for Life at entry levels 1, 2 & 3 and also level 1 and level 2 certificates. Young people are able to demonstrate skills in reading, writing, and listening. The certificates are internationally recognised by educational institutions and employers. See the contacts section for further details.

## **Other awards**

Also consider the Award Scheme Development and Accreditation Network (ASDAN), which is an approved body that offers qualifications to develop life skills. Their website: <http://www.asdan.org.uk/> gives details of the wide range of certificates on offer.



# Teaching and learning

- Ensure that names are pronounced correctly.
- Ensure that there is familiar writing and script on welcome posters and notices.
- Posters and pictures of members of the child/young person's community or country of origin, with a mixture of rural and urban images, can also help.
- Give children/young people an opportunity to hear their family language/s – use CDs or downloads of songs and stories in appropriate community languages and books in dual language where available. (See resources section for stockists or borrow from EMTAS.)
- Pictures featuring members of the community participating in everyday British life as well, will add to children's sense that there is a place for them in their new country.
- Use a buddy system.
- Set high expectations of children/young people; the majority of learners will be of average and above average ability. Asylum seeking children/young people and refugees usually make very rapid progress and can achieve GCSEs after only being in the UK for two years provided that the right support is given.
- Place in middle to higher sets/ability groups.
- To support teaching and learning, aim for joint planning between class/subject teachers and support staff.
- Emphasise differentiation and teachers' careful use of language/questioning skills.
- Ensure that children/young people have access to good language models and supportive peers. Avoid them sitting and working alone – collaborative work with a partner or small group is much more effective.
- Set targets and review progress regularly. Ensure that these targets are reflected in PEPs for UASCs.
- Build specific topics and activities into the curriculum, eg consider the theme of journeys in primary school and include consideration of refugee issues within history topics.
- Ensure on-going and regular assessment of curriculum and pastoral needs.
- Have very clear systems in place to deal with any challenging behaviour resulting from trauma.
- 1:1 tuition funded through the LAC element of DSG or Pupil Premium Plus funding is available for UASCs or through Pupil Premium for some asylum seekers/refugees who are in the UK with their families. Ensure that there is effective communication between the tutor and subject teachers in school so that the focus of the work can be agreed and any gaps in learning addressed.
- Ensure that UASCs know who their Designated Teacher is and knows that they can go to them for help if they have any problems.

## Helping asylum seeking children/young people and refugees who are new to English

The following suggestions may help beginners feel welcome in class and start learning English:

- Make sure you pronounce their names properly, and try to greet them every lesson.
- Make sure the child/young person knows your name: introduce yourself and write down your name for them.
- Sit the child/young person next to sympathetic members of the class, preferably those who speak the same language and can translate.
- Try to encourage asylum seeking children/young people and refugees to contribute to the lesson by using their home language or non-verbal communication initially.
- Do not worry if beginners say very little at first as plenty of listening time is important when starting to learn a new language. Allow time for the child/young person to 'tune in' to the sounds and intonation of the new language. But obviously just listening all the time can be frustrating and boring.
- Try to teach beginners some useful basic phrases such as 'yes, no, miss/sir, thank you, please can I have...., I don't understand'.
- Encourage them to help give out equipment and collect books so they have to make contact with other learners. But don't treat them as the class 'dogsbody'!
- Encourage asylum seeking children/young people and refugees to learn the names of equipment, symbols or terms essential for certain topics or subjects. Use pictures and labels. They can make their own 'dictionaries' for key words. There are also some commercially published dual-language lists of key words for different subject areas. Short vocabulary lists can be provided for each lesson.
- Ask for the home language equivalents of English words.
- If the children/young people are literate in their first language, encourage them to use their bilingual dictionaries, electronic translators or on-line dictionaries in class. It is helpful if the teacher indicates which key words they should be looking up. As looking up words in a dictionary is quite time consuming, it is best if longer lists of words are looked up as homework tasks.
- Encourage the children/young people to annotate their written work in their first language to help them with reading their work back to themselves with understanding at a later date.
- Collaborative learning activities are very helpful for learning English, but working in groups with other learners will be a new experience for many children/young people, as most have come from countries where the educational system is more formal than the UK. Other learners in the group need to be supportive too.
- Visual cues are extremely helpful, for example videos, slides, pictures, diagrams, flash cards and illustrated glossaries.

- Reading material can be made easier by oral discussion, relating it to the child/young person's own experiences. If reading material is recorded onto an mp3 player, a student can listen and read simultaneously.
- It is important to maintain a beginner's confidence in learning a new language, and help them feel they can complete written work, however simple. They will initially need to copy, and may need practice with handwriting. They can also copy labels on to pictures or diagrams, copy simple sentences under pictures, match pictures to names and fill in missing words in text from a list supplied (cloze procedure). Beginners should always be given homework, if other pupils receive it, even though it may need to be very simple and/or they may need support when completing it such as access to a homework club.

## Successful strategies

Successful strategies used by schools have included:

- providing visual support, ie pictures, diagrams demonstrations etc. Other students can be a resource; use them to demonstrate the activity/task
- providing the pupil with their own copy of the text, slides etc. so that key words, phrases and sentences can be highlighted and/or translated and diagrams and pictures annotated
- adapting resources given to the class, ie highlighting the relevant sentences, rearranging the information on the sheets so that irrelevant information has been omitted
- using true/false statements to build up a short continuous piece of written work
- using word-searches to help the pupil revise and learn to spell new vocabulary
- providing simplified versions for key literacy texts in secondary school, eg Romeo and Juliet. Where possible show the DVD of the text and provide extra opportunities for viewing – possibly at home
- using writing frames to help with the structure of their writing
- using mind maps to help with organising their ideas
- using computers\* eg: word processing allows the student to make use of the spell checkers and grammar facilities
- using the internet\* eg: first language versions of some key texts are available, subject content in first language, online bilingual dictionaries

\* but ensure that all staff are aware of any potential safeguarding issues relating to computer access which may affect a child/young person who was trafficked – the child/young person's social worker will be able to provide information on this if applicable.

# The role of the Virtual School

The Virtual School plays a strategic role in ensuring the corporate parenting responsibilities of Hampshire local authority are met with regard to its looked after children. Most UASC will be looked after children. The Virtual School head is in charge of promoting the educational achievement of all the children looked after by Hampshire. He or she is also responsible for managing Pupil Premium funding for the children they look after and for allocating it to schools and alternative provision settings. They will oversee the use of the Pupil Premium and ensure that it is used in the best possible way to achieve better outcomes for its looked after children. They also ensure that schools receive appropriate training, guidance and support. They work in partnership with social workers, foster carers, schools, and other county children's services and teams.

The Virtual School exists to ensure that children and young people in care have access to good quality education, providing them with equality of opportunity and improved life chances. It monitors the educational provision, attendance, progress and attainment of all of Hampshire's looked after children with the aim of raising their attainment so that they are able to reach their potential. The Virtual School works with each educational setting to agree how the pupil premium funding will be used to meet the needs identified in each child/young person's Personal Education Plan (PEP). This always involves working with the setting's Designated Teacher for looked after children. It ensures that regular reviews take place to check that the use of the funding is contributing towards meeting the needs of the children/young people in care and is having a positive impact on their attainment and progress.

# Completing a Personal Education Plan for UASC: general principles

- Consideration is needed of how a young person's voice will be heard and their views known to ensure participation in the PEP process. Ideally, an interpreter should be used and the young person encouraged to speak and (if appropriate) write their thoughts in their first language, particularly their ambitions for the future. Information for young people in a range of languages (including in sound file format) can also be accessed from the EMTAS website: [Asylum seekers and refugees guide | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/asylum-seekers-and-refugees-guide)
- The PEP process and purpose should be explained to the young person in their own language.
- Lack of English should not be equated to lack of ability or knowledge. Targets set should reflect high expectations and aspirations for the young person.
- UASC will rarely bring with them any prior records of education and are likely to have had interrupted schooling. Some will not have been to school for some time, so there are likely to be significant gaps in their education. The curriculum and subjects they have previously studied may also be very different. However, this should not inadvertently cause barriers or delay in accessing education.
- The Virtual School will expect to see fully completed PEPs where Designated Teachers (DT) and other key staff in school have drawn on this guidance to ensure there is meaningful assessment of language and learning needs which has informed the PEP.
- It is worth noting that children and young people new to English generally make very rapid progress. Targets should reflect this.

For detailed guidance notes on how to complete PEP forms see Appendix E.

# Case Study 1: Noor (Year 1)

A child with very little English arriving in the country part way through Year 1 with her parents who are seeking asylum. This case study illustrates the importance of close liaison with the parents/carers of accompanied asylum seeking children, the need for careful planning around the induction of a child from an asylum seeking family and the importance of the provision of appropriate support strategies for English as an Additional Language.

## Student background

An infant school received an application for Noor (name changed) in December. Noor's parents were Farsi speaking asylum seekers who had recently fled Iran due to religious persecution (they were Christians). Prior to moving to the UK Noor had been to school for three months – primary school education begins at age 6 years old in Iran. In common with other schools in Iran, Noor was taught in a class consisting of only girls with a female teacher. Her parents were well educated professionals with a high regard for education.

## Prior to starting at school

- The school invited Noor's parents into school for an admissions interview after establishing that Noor's father spoke good English. At the interview school staff found out as much as possible about Noor's previous schooling including asking questions about the style of teaching and the way the education system works in Iran. They discovered that she was not used to mixing with boys or being taught by male teachers and that the teaching style was very formal compared to the UK.
- The admissions interview was also used as an opportunity to explain the education system in the UK and talk through what Noor should expect to experience on joining Year 1. Noor's father was asked to talk to Noor about this at home to start to prepare her for the differences, particularly the fact that she would be in a class with both boys and girls in it.
- Information about free school meals was also given to Noor's father, as was practical information about uniform and times of the school day.
- As the schooling that Noor received in Iran was much more formal than the system in the UK it was suggested to Noor's father that Noor might like to come in to school for a tour and to visit her new class and teacher before actually starting. It was agreed that this was a good idea and was arranged for a few days time. After this initial visit, Noor then started school the next day even though it was almost the end of the Autumn Term. This gave her the opportunity to start to make friends and to begin to familiarise herself with the school.
- Noor was placed into a Year 1 class according to her chronological age with a female teacher.
- Information from the admissions interview was shared with Noor's new teacher and with other members of staff who would be working with her.
- Her new teacher selected several children in the class to act as her buddies when she started school. The buddies were given guidance on how to help Noor to settle in.

## **After starting at school**

- Noor was referred to EMTAS very soon after starting at her new school.
- Noor's buddies provided Noor with lots of peer support.
- After a settling in period of about two weeks, a profiling assessment was carried out by a Specialist Teacher Adviser from EMTAS. A Farsi speaking interpreter assisted the Specialist Teacher Adviser with assessing Noor's first language skills. They were found to be well developed for her age, indicating that Noor was likely to be of average to above average cognitive ability. On this basis, Noor was placed in middle ability groups to begin with.
- Noor's teacher ensured that Noor was able to take part in lots of collaborative tasks within the classroom, with able peers supporting her.
- Noor's teacher also made sure that she used visuals to support Noor's understanding wherever possible.
- The school purchased 'My Bilingual talking Dictionary in English and Farsi' and a Talking Pen from Mantra Publishing (see Resources section for contact details) to help Noor learn new vocabulary and to enable her to hear her home language in school (there were no other Farsi speakers in her school). They also borrowed some bilingual story books from EMTAS.
- Noor's classteacher kept in close contact with Noor's parents during the early weeks and months via a home-school liaison book. Her classteacher provided feedback on how Noor was getting on in class and any difficulties that she experienced. Noor's father wrote messages to the classteacher about anything that was worrying Noor so that she could address it if necessary. The classteacher also wrote down information about what topics were to be covered over the forthcoming weeks and key vocabulary for Noor to learn. Her father then discussed the topics with Noor in Farsi and practised some of the English vocabulary with her that she would need in class at home.
- Short term 1:1 withdrawal sessions were organised for Noor to teach the early phonics work and reading skills that she had missed due to joining the school later than her peers. Noor made rapid progress with this and the sessions were only needed for about 10 weeks.
- The school monitored Noor's progress carefully using The Bell Foundation's EAL assessment framework. Her progress was recorded within the school's normal tracking documentation.

## **Outcome**

Noor settled quickly into her new school without any major difficulties. She made friends and her father reported that she enjoyed coming to school. Noor made good progress throughout the rest of Year 1 and into Year 2. She was assessed as reaching the expected standard in Maths at the end of Key Stage 2 but did not take the English assessment as she was not yet working at the overall standard of this assessment.

## Case study 2: Abdullah (Year 9)

UASC arriving at end of Key Stage 3 with very little English. This case study illustrates the importance of good practice around the induction of newly arrived UASCs and the impact that this can have on their later educational attainment.

### Student background

The school received an application in March from Abdullah (name changed) who had been age assessed as being 14 years old. He was originally from Afghanistan but had been living in Pakistan for 6 years before coming to the UK. He moved to the UK following the killing of his parents and two of his brothers by the Taliban. He had received no previous formal schooling either in Pakistan or Afghanistan, but had been taught to read and write in Pashto at home (although the school was initially told that he was illiterate). His journey to the UK was arranged and paid for by his uncle and took about 9 months. Abdullah is a practising Muslim. He had been placed with a very supportive foster carer who lived close to the school.

### Prior to starting at school

- Abdullah was referred to Hampshire EMTAS by his social worker very soon after his placement with his foster carer started. A member of the EMTAS team was invited to his first CLA meeting and was able to advise on an appropriate educational placement before the initial school application was made.
- An admissions interview was organised and attended by the UASC, his foster carer, the school's EAL co-ordinator, his Head of Year and an interpreter. The interpreter used was already familiar to Abdullah as he had already interpreted for him at previous meetings organised by his social worker. At this meeting, Abdullah was asked about his previous educational experience and his aspirations for the future in terms of his education. It became clear that Abdullah was very keen to learn but did not have any previous experience of school and had little knowledge about the different subjects on offer to him. He did not have enough knowledge at this point to make an informed choice about option choices.
- Abdullah was allocated a place in Year 9 according to his chronological age as given in his age assessment.
- An education planning meeting with key staff at the school and EMTAS was set up to prepare for the arrival of the UASC. This included his form tutor, Head of Year, the EAL co-ordinator and the Head of Learning Support who also had responsibility for timetabling. At this meeting the support that Abdullah would need both academic and pastoral was considered, as was his timetable and the sets that he would be placed in. He was placed in middle to higher sets to give him access to good peer support. He was allocated an almost full standard Year 9 timetable but with a couple of lessons allocated for support work based in the Learning Support Department when other Year 9 students had their MFL lessons. This timetable would start at the beginning of the summer term. Prior to that for the last two weeks of the spring term Abdullah would shadow two other students in Year 9 to give him a taster of what each subject was about.

- Information about Abdullah was circulated to all of the staff that would be teaching/supporting him. Staff were encouraged to have high expectations of Abdullah and were also asked to use good practice strategies for newly arrived students with EAL that were detailed on the school's intranet.
- Buddies were selected for Abdullah. The school did not have any other students who spoke Pashto but some of the buddies selected had been trained using the Young Interpreters Scheme. They were all briefed by the EAL co-ordinator on ways in which they could help to support Abdullah. Their support started the day that Abdullah started school.
- A couple of days before his start date at school, Abdullah was invited back to the school for a tour of the school with the EAL co-ordinator and the same interpreter that was used previously. This gave him the chance to start to familiarise himself with the layout of the school and to see what the classrooms in the different subject areas looked like. It also gave him the opportunity to ask any questions that he may have before starting.

### **After starting at school**

- In class support was put in place for Abdullah. This included support in I.T. lessons as at his admissions interview he had explained that he had never used a computer at all before.
- After a short settling in period, EMTAS assessed Abdullah's literacy skills in Pashto. It was clear from this assessment that Abdullah was of above average ability. A profiling report was completed for Abdullah and was distributed to all relevant staff.
- Following his assessment, 1:1 withdrawal support was organised for Abdullah to focus on developing his reading skills in English. Reading books with low reading ages but high interest levels were ordered specially for Abdullah.
- Other resources that Abdullah needed were also ordered by the school. He was bought a Pashto/English dictionary and also copies of textbooks used in his subjects so that he could annotate/highlight them and take them home if he needed to for further study (textbooks were not usually allowed to go home with students).
- After shadowing other students for his first two weeks, Abdullah was able to make informed option choices. He chose Food Technology as he recognised that on leaving care that he would have to cook for himself. He also selected GCSE PE as he was a keen sportsman and a BTEC in ICT as he wanted to learn to use computers.
- The availability of after school clubs were explained to Abdullah. He chose to attend the cricket club for the summer term and later joined a local team and played outside of school.
- The school's EAL co-ordinator maintained good liaison with Abdullah's foster carer. His foster carer felt able to contact her if there were any difficulties and the EAL co-ordinator kept her informed about his progress in school.
- Abdullah's acquisition of English was monitored closely by the school's EAL co-ordinator and his progress in other subjects was tracked using the school's normal tracking procedures.

- Abdullah's progress was reviewed regularly at his PEP meetings.

### **Outcome**

Abdullah achieved the equivalent of 10 GCSEs after being in school for only just over 2 years and 1 term. He achieved the following GCSEs: English grade E, Maths grade D, Double Science grade EE, Food Technology grade D, PE – grade C. He also achieved his BTEC in ICT. These qualifications allowed him to progress on to college after leaving Year 11.

## Case study 3: Farid (Year 11)

UASC arriving at the beginning of Year 11 with very little English but literate in first language and with experience of formal education in country of origin. This case study illustrates the importance of thinking creatively when deciding upon appropriate provision for late arrivals into Key Stage 4.

### Student background

The school received an application for Farid (name changed) in the second week of September. He had been age assessed as being 15 with his 16th birthday being in November. Farid was an unaccompanied asylum seeker from Iran. He had previously attended school regularly in Iran until his father was detained by the police after being caught hunting wild pigs that he was intending to sell as meat. This put the whole family in danger and a relative arranged for Farid to travel to safety in the UK. Farid spent about 7 months travelling. His journey included sections that were completed on horseback as well as in lorries. Farid has no religion. He has been placed with an experienced local foster carer.

### Prior to starting at school

- On receiving his application for a school place, the school immediately contacted EMTAS for advice over the phone, worried about how they could meet Farid's needs. They were advised to collect as much additional information as possible at Farid's admissions interview, particularly about his previous educational background and his aspirations for the future and to then contact EMTAS again for a meeting once more was known.
- Farid's admissions interview took place with an interpreter and his foster carer present. It was discovered that in Iran Farid had been a high achieving student with aspirations to be an engineer.
- It was decided to place Farid in Year 11 according to his chronological age.
- Following the admissions interview, a meeting was arranged between the Deputy Head of the school in charge of admissions and timetabling, the Looked After Child Designated Teacher and a member of staff from EMTAS. At this meeting different possible options for Farid were discussed including a part-time college placement to study an ESOL course, an extended work experience placement and a part-time timetable in school which included some Year 10 lessons and some Year 11 lessons.
- A suitable ESOL course at a local college was not available until later in the year so initially it was decided to give Farid a close to full timetable in school for 4 days per week but with a restricted number of subjects. The subjects selected would be 'doubled up' where timetabling allowed giving him access to both Year 10 and Year 11 lessons in those subjects. The subjects were chosen in consultation with Farid. An extended work experience placement was also organised for Farid in a local ship builder's yard. This was for one day per week initially with the possibility of extending the number of days per week once Year 11s had gone on study leave in the summer term. His foster carer accompanied him on his initial visit.

- Buddies were selected and briefed about how to support Farid in his early days in school.
- An electronic translator in English/Farsi was ordered by the school.
- A couple of days before his start date Farid was invited to the school to have a tour of the school. No interpreter was available so it was instead conducted by two students from Year 11 who were to act as his buddies, accompanied by Farid's foster carer.

### **After starting at school**

- Farid's buddies helped him to settle in.
- In class support was provided by the Learning Support department of the school and also by a member of staff from EMTAS.
- 1:1 withdrawal support was also provided with a Teaching Assistant to focus on reading in English. Farid made rapid progress.
- Farid was placed in higher sets for those subjects which were set to allow him access to good models of English and effective peer support.
- Once it arrived, Farid made good use of his electronic translator to look up key words in class.
- Farid followed his personalised timetable for 4 days per week and attended his work experience placement on Fridays.
- Farid was entered for Persian GCSE.
- Towards the end of the summer term Farid was enrolled on an ESOL course at a local college to run over the summer holidays.

### **Outcome**

It soon became clear that Farid was very good at Maths. By doubling up Maths on his timetable he was able to cover enough of the syllabus to be entered for GCSE at the end of the year. He achieved a grade 3. He also achieved a grade A in his Persian GCSE. Although he was not able to achieve formal qualifications in his other subjects, he did gain valuable experience in understanding the types of subjects that were on offer to him in the UK. He also developed his English skills. He enjoyed his work experience placement and gained insight into the world of work in the UK. He subsequently did well on his ESOL course over the summer holidays and then went on to further studies at college.

# Resources

## Young Interpreter Scheme<sup>®</sup>



### What is the scheme?

The Young Interpreter Scheme<sup>®</sup> provides additional support to pupils who are learning English as an Additional Language (EAL), to their families and to schools. It recognises the huge potential that exists within each school community, for pupils of all ages to use their skills and knowledge to support new learners of English, so that they feel safe, settled and valued from the start.

Many schools have well-established buddy systems for new arrivals. The Young Interpreter Scheme<sup>®</sup> does not replace the need for buddies but adds to it and is a means of providing more extensive peer support. Young interpreters undergo specific training to prepare for this role and are selected on the basis of different personal qualities they may have. The support they can offer to a newly-arrived pupil can be very reassuring from a parent or carer's point of view at a time when their child may be adapting to substantial changes. It also supports school staff in a variety of ways at different points during the school day.

### How can I train Young Interpreters at my school?

Hampshire EMTAS has published guidance and training materials to support schools with the implementation of the scheme. The Primary guidance includes training materials to use with pupils at Key Stage 1 and Key Stage 2 while the Secondary guidance can be used with pupils at Key Stages 3 and 4. All the materials needed to set up the scheme and train Young Interpreters are available online on Moodle where interactive media and guidance can be accessed by practitioners. Visit <http://emtas.hias.hants.gov.uk/>

### Who is the scheme for?

Making the scheme available to both bilingual and monolingual learners can be very powerful in developing empathy amongst English speakers towards some of the challenges and difficulties that pupils new to English may be facing. There is guidance in the pack to support Young Interpreter coordinators when inviting pupils to participate.

### Is this scheme right for my school?

The scheme can be used in a variety of settings – either where a number of pupils share the same language or where there are isolated EAL learners. Making the scheme available to both bilingual and monolingual learners is very powerful in developing empathy amongst English speakers towards some of the challenges and difficulties that pupils new to English may be facing. A further benefit is that this additional support can be very reassuring from a parent or carer's point of view at a time when their child may be adapting to substantial changes. It also supports school staff in a variety of ways at different points in the school day.

## **What do Young Interpreters do?**

Bilingual pupils use their language skills in a variety of ways to help new arrivals access English and feel part of the school. Alongside English-only speakers, they learn different strategies to clarify, explain and 'interpret' a whole range of school activities, systems and procedures to new entrants through the medium of pupil-friendly English where first language isn't shared by other pupils or adults. Young Interpreters do not replace the need for professional adult interpreters. Exhaustive guidance on the role of Young Interpreters and situations where it is most appropriate to involve them can be found on Moodle. Young Interpreters are trained and guided by a designated member of the school staff who can ensure pupils' safeguarding.

## **What do children and young people think about their role?**

"We are extremely proud to be part of this excellent scheme!" International Community School, Amman, Jordan

"I get a great sense of achievement when I see the students I have supported do well in their lessons." Jake, William Howard School, Cumbria

"I got picked because I have lots of different qualities: I like to help people and I work quite hard in all my lessons." Chloe, Fairfield's Primary School, Hampshire.

## **What does Ofsted say?**

"Those pupils who act as 'Young Interpreters' make an outstanding contribution to enabling those pupils speaking little English and their parents or carers, take a full part in all school activities." Ofsted, November 2010, King's Furlong Infant School and Nursery, Hampshire.

"Inspectors saw some excellent examples of student leadership, including the Young Interpreter group, who give very good support to those students who are learning English as an additional language." Ofsted, March 2013, Aldworth School, Hampshire.

"The Young Interpreter Scheme<sup>®</sup> is an excellent example of practice that supports and develops children and young people's confidence and leadership skills within schools". Ofsted, April 2014, Inspection of Hampshire Children's Services.

## **How can I get hold of the materials?**

To purchase a subscription to the Young Interpreter Scheme<sup>®</sup> on Moodle and join the world of the Young Interpreters, visit our website [Young Interpreter Scheme | Hampshire County Council \(hants.gov.uk\)](http://www.hants.gov.uk/young-interpreter-scheme) for an order form.

If you require any further information about the Young Interpreter Scheme<sup>®</sup>, contact [astrid.dinneen@hants.gov.uk](mailto:astrid.dinneen@hants.gov.uk)

# Information and Communication Technologies (ICTs)

## Introduction

Use of ICTs with asylum seeking children/young people and refugees often requires particular types of resourcing and careful planning in order to ensure technology enhances rather than interferes with learning.

Some asylum seeking children and young people will have traumatic backgrounds with interrupted or even very limited education. Whilst recognising that all children and young people are different there are some general comments around the use of ICTs with asylum seekers and refugees that should be noted:

- some children/young people may have had limited exposure to ICTs and may be unfamiliar with operating systems, the internet and even use of mice and keyboards
- children/young people may not always be literate in their first language and this can have implications for how translation tools and materials in different languages can be effectively deployed
- there are social and cultural implications associated with technology that require consideration, particularly with respect to social networking and use of the internet
- UASCs can be particularly vulnerable and therefore safeguarding is of particular importance for them
- some UASCs have been trafficked in their journey to the UK and may not be allowed unsupervised access to mobile phones and the internet for some time after their arrival.

## About situation and context




Most asylum seeking children/young people and refugees will be learning English as an additional language. However, use of ICTs to teach English should generally be avoided and never used to supplant mainstream teaching. When ICTs such as computer assisted language learning software are used for intervention, it should always be mediated by a supportive peer or a trained adult.

In general ICTs are most powerful where they are used in a context-specific situation to support access to the curriculum and help children and young people to engage with the mainstream curriculum and provide differentiated opportunities for them to demonstrate understanding through multiple modes of output.


## Supporting induction



Newly arrived EAL learners, particularly asylum seeking children/young people and refugees who may have had complex and potentially dangerous journeys, can be extremely disoriented when they first arrive. They may be unaware of where they are living within the UK and even how the UK relates to their own country of origin.

Some children/young people may want to talk about their background whilst others may want to avoid this subject completely.

	<p><b>SEGfL Online Background Collation Tool</b></p> <p>A useful online form for collecting background - information in 17+ languages with audio support</p> <p><a href="http://newarrivals.segfl.org.uk/">http://newarrivals.segfl.org.uk/</a></p>
	<p><b>Google Earth</b></p> <p>Useful to encourage learners to talk about their background as well as orient them within their current locality</p> <p><a href="https://www.google.co.uk/intl/en_uk/earth/">https://www.google.co.uk/intl/en_uk/earth/</a></p>
	<p><b>StreetCheck</b></p> <p>Services like this allow a user to find out about their area and what services are on offer. Using this type of tool with a newly arrived asylum seeking child/young person or refugee could be extremely useful for them.</p> <p><a href="https://www.streetcheck.co.uk/">https://www.streetcheck.co.uk/</a></p>

**Facilitating access**


	<p><b>Translation tools</b></p> <p>There are many online tools as well as apps that can help facilitate ad-hoc communication eg SayHi, Google Translate, iVoice, iTranslate etc.</p> <p><a href="https://itunes.apple.com/gb/app/sayhi-translate/id437818260">https://itunes.apple.com/gb/app/sayhi-translate/id437818260</a></p>
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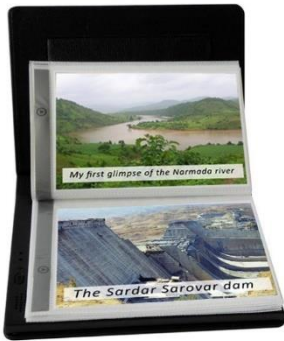
	<p><b>Dictionary and Thesaurus</b></p> <p>Instant access to context-sensitive word meanings</p> <p><a href="https://itunes.apple.com/us/app/dictionary.com-dictionary/id308750436">https://itunes.apple.com/us/app/dictionary.com-dictionary/id308750436</a></p>
	<p><b>EAL Talking Dictionary</b></p> <p>Definitions of subject-specific terminology in English and various other languages</p> <p><a href="http://uk.mantralingua.com/product/eal-talking-dictionary-ks3">http://uk.mantralingua.com/product/eal-talking-dictionary-ks3</a></p>

### Promoting speaking and listening

Oracy is the main route into literacy and those learners who are at early stages of learning to write in English may need more of an emphasis on promoting their speaking and listening skills. Recording devices are perfect for encouraging oral experimentation and enabling learners to playback and hear the structure of their speech as well as pronunciation.

Learners can record in any language to help them with their learning. As EAL learners become more confident English speakers they can use such devices as a 'Talk for Writing' approach.

	<p><b>Mantra Lingua's PENpal (TalkingPEN) and Talking Stickers</b></p> <p>Oral recordings can be digitally recorded, assigned to numbered sticky labels and played back at any time.</p> <p><a href="http://uk.mantralingua.com/penpal">http://uk.mantralingua.com/penpal</a></p>
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## Talking Photo Albums

These allow a user to link audio recording on each page to photos, realia and snippets of text. They are perfect for facilitating more formal types of presentational talk and as a 'Talk for Writing' tool. They can be utilised right across the curriculum.

<http://www.talkingproducts.com/recordable-cards-gifts/talking-photo-albums-gifts.html>

## Developing reading

Asylum seeking children/young people and refugees may already be literate in their own first language, but those who are not will have to be taught wider reading skills alongside phonics. It is important to remember that older learners should only be exposed to texts that are age-appropriate and that decontextualize teaching of phonics will be less successful than teaching phonics within the context of real stories.

Technology can support reading in a variety of different ways.

- use of software and hardware to open up digital texts - online dictionaries and text-to-speech synthesis
- access to multilingual stories and authentic texts via apps/internet
- exposure to graded texts in English
- dedicated software to teach reading skills



**The C-Pen** comes in 3 varieties:

Exam reader, Reader pen and Dictionary pen.

The C-Pen can scan and read aloud printed text and the Exam reader has been approved by JCQ for use in exams. The Reader pen also has an integrated dictionary and the Dictionary pen has this functionality alongside the ability to translate between 6 languages.

[www.scanningpenshop.com](http://www.scanningpenshop.com)



**The International Children's Digital Library (ICDL)** is a cornucopia of digitised bilingual texts. The library can be searched by country, language and age range. It can be accessed via a website and/or dedicated app.

<http://en.childrenslibrary.org>



**E-Books** offer multi-modal support for reading through the use of text, images, audio and sometimes animation and videos.

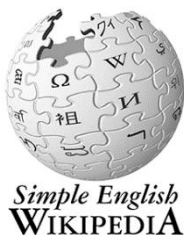
**How Good is Your English?** - This free app advertises the Oxford Bookworm graded level series, but can be used to find the reading level of learners as well as offering one fully functioning chapter from every book within the reading levels.

<https://itunes.apple.com/gb/app/how-good-is-your-english-for/id553156584>



**Mantra Lingua Bilingual Books** – the full range of bilingual books on offer from Mantra Lingua – apps available for iOS, Android and Windows phone.

<https://itunes.apple.com/us/app/bilingual-books/id1138361105>



### **Simple English Wikipedia**

This is a version of Wikipedia that presents articles using less sophisticated vocabulary and grammar but still remaining intellectually rigorous.

[http://simple.wikipedia.org/wiki/Main\\_Page](http://simple.wikipedia.org/wiki/Main_Page)



### News in Levels

World news set at 3 different English language learning levels.

<http://www.newsinlevels.com/>

### Vocabulary development

Vocabulary is best acquired through context-related activity; broadly speaking this would be the context of the mainstream curriculum, either during lessons or in pre/post teaching sessions.



### Wordle (and Wordle clones)

From text pasted into this type of program, these tools allow a user to paste in a body of text and make a word cluster picture. More frequently occurring words are depicted larger than those that appear infrequently. This type of tool is perfect for introducing a new topic or analysing text type.

<http://www.wordle.net/create>



### Collocation software

Collocation is the combination of words formed when two or more words are often used together in a way that sounds correct to a native speaker. There are many kinds of software to help users play around with collocation.

The Right Word is a free app for this purpose.

<https://itunes.apple.com/gb/app/the-right-word/id817420142>

				Long words are used to describe things and people. To describe things and people.	
<b>similes</b> A simile that compares two things.		<b>rhetorical question</b> A question that is asked but does not expect an answer.		<b>hook</b> A line or lines that are used to attract attention.	
<b>metaphor</b> A word or phrase that is used to describe something else.		<b>emotive language</b> Words that are used to describe feelings.		<b>repetition</b> Repeating words or phrases.	
<b>personal touch</b> Using language that is personal.		<b>personification</b> Giving human qualities to an object.		<b>hyperbole</b> Exaggeration.	



**Formulator Tarsia**

This free program for PCs allows a user to make a huge variety of printable word games eg word races/dominoes, word jigsaws etc.

[http://www.mmlsoft.com/index.php?option=com\\_content&task=view&id=9&Itemid=10](http://www.mmlsoft.com/index.php?option=com_content&task=view&id=9&Itemid=10)

### Scaffolding writing

Routes into writing will be different depending on the individual learner; for example whether they are conversationally fluent or not and if they are/are not already literate in another language. Some will benefit from tools that promote creativity and allow them to link imagery, audio and small chunks of text eg use of Talking Photo Albums and cartoon making software. Others will benefit from assistive technologies such as supportive word processors.

Cartoon makers like **Comic Life** allows a user to drop pictures, annotations and speech/thought bubbles into different types of cartoon frameworks. The app is perfect for developing narratives and non-fiction text types within different curriculum areas. Scaffolding in Comic Life can be provided via pre-built writing frames. Comic Life is available as an app as well as standalone PC software.

Comic Life 3

<https://itunes.apple.com/gb/app/comic-life-3/id891378056>

There is also a free cut-down version called Comic Touch 2.

<https://itunes.apple.com/gb/app/comic-touch-2/id692819867>



### **Book Creator**

Book creator takes a traditional approach to book creation, allowing the production of digital books, complete with text, images, sound and hyperlinks. Finished books can be published to iBooks.

<https://itunes.apple.com/gb/app/book-creator-for-ipad/id442378070>



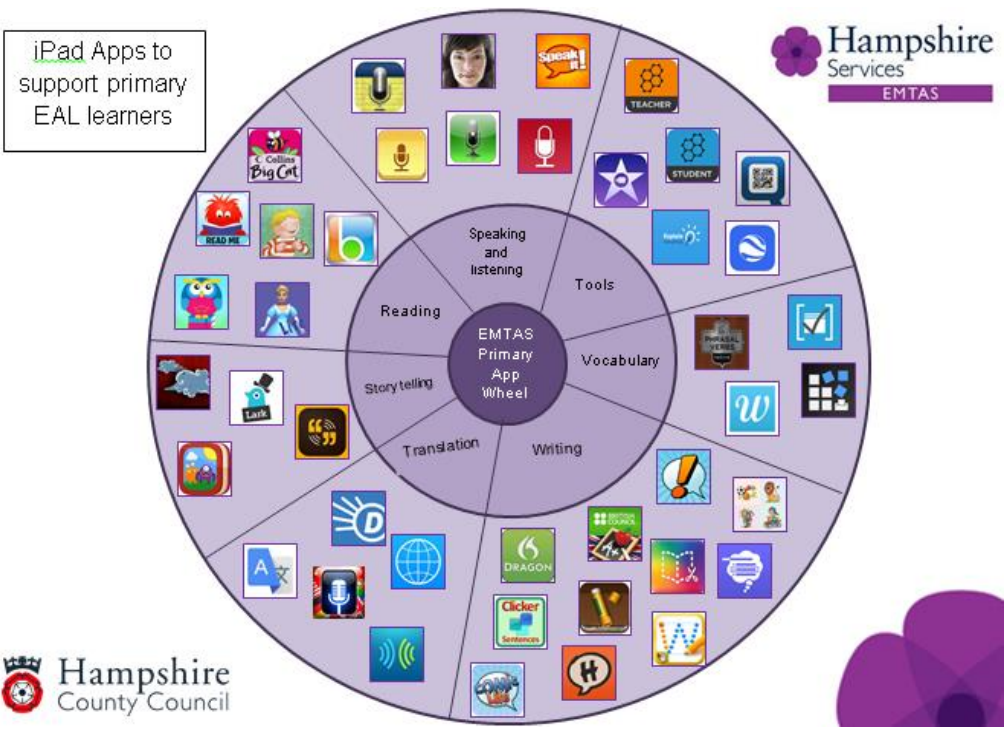
### **iReadWrite - Supportive word processor**

Support features in iReadWrite include:

- Text-to-speech
- Word Prediction
- Phonetic Spell Checker
- Homophone and Confusables Checker
- Dictionary
- Picture Dictionary
- Customizable Background and Text Colours
- Choice of Voices and Fonts
- Importing and Sharing documents

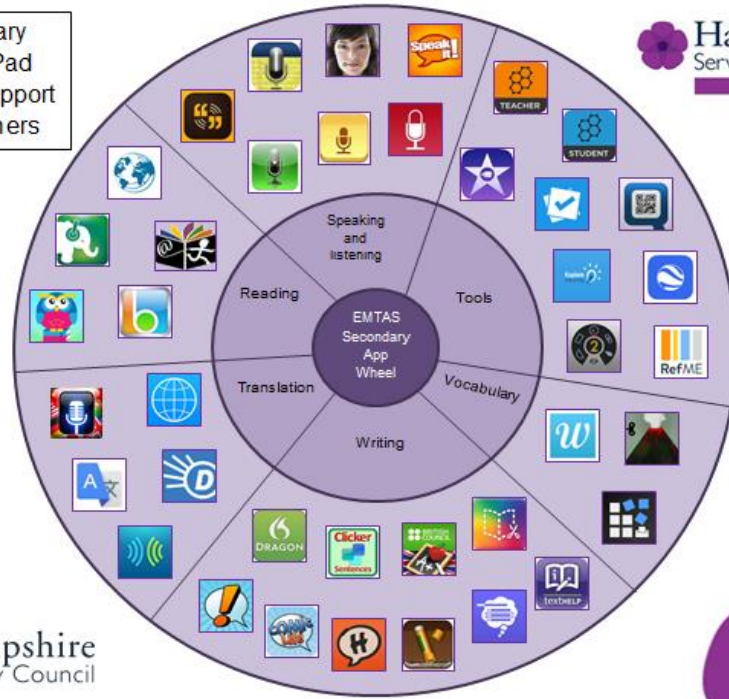
<https://itunes.apple.com/us/app/ireadwrite/id600843386>

**The primary and secondary app wheels** (below), produced by EMTAS, provide information on additional apps that may be useful for use with asylum seeking children/young people and refugees. Use the links below to access the relevant wheel online to be able to view the details of the apps included.



[Primary and secondary phase | Hampshire County Council \(hants.gov.uk\)](http://hants.gov.uk)

Secondary Phase iPad Apps to support EAL learners



## Books

- Naomi Richman *In the midst of the whirlwind* (1998)  
ISBN 1 85856 101 9  
This book is published by, and can be ordered from, Trentham Books (see resources section for details)
- Dick Blackwell and Sheila Melzak *Far from the battle but still at war: troubled refugee children in school*  
ISBN 1 900870 17 7  
This book is published by, and can be ordered from, The Child Psychotherapy Trust (see Resources section for details)
- *A Case for Change: How refugee children are missing out* (2002)  
This Save the Children, Children's Society and Refugee Council report can be downloaded at: [www.refugeecouncil.org.uk/news/june2002/curr035.htm](http://www.refugeecouncil.org.uk/news/june2002/curr035.htm)
- David Tolfree *Restoring playfulness: Different approaches to assisting children who are psychologically affected by war or displacement*. ISBN 9-18872-646-0  
This book is available from Amazon
- *Cold Comfort – Young Separated Refugees in England*  
ISBN 1 84187 043 9  
This report can be ordered from Save the Children (see resources section for details)
- Wendy Ayotte *Supporting Unaccompanied Children in the Asylum Process*  
ISBN 1 899120 88 2  
This book can be ordered from Save the Children (see resources section for details)
- The Medical Foundation - *caring for the victims of torture*  
[www.torturecare.org.uk/](http://www.torturecare.org.uk/)
- Innovations in English language teaching for migrants and refugees (2012), Edited by David Mallows. The British Council. Can be downloaded from: [http://englishagenda.britishcouncil.org/sites/default/files/attachments/c328\\_innovations\\_book\\_final\\_2\\_web.pdf](http://englishagenda.britishcouncil.org/sites/default/files/attachments/c328_innovations_book_final_2_web.pdf)
- Karrie Fransman *Over Under Sideways Down Ebrahim's story*(2014) British Red Cross  
This graphic novel is free and can be downloaded here: <http://webapps.redcross.org.uk/RefugeeWeekComic/>
- Sandra Macaskill and Margaret Petrie *I didn't come here for fun* (2000)  
This report commissioned by Save the Children in Scotland and Scottish Refugee Council can be downloaded from: [www.asylumsupport.info/publications/savethechildren/viewsofchildren.htm](http://www.asylumsupport.info/publications/savethechildren/viewsofchildren.htm)

- Caroline Moorhead *Human Cargo* (2005) Vintage. ISBN: 9780312425616
- Charlotte McDonald-Gibson *Cast Away: Stories of Survival from Europe's Refugee Crisis* (2016) Portobello Books Ltd. ISBN-13: 978-1846276156
- Sarah Garland *Azzi in Between* (2013) Frances Lincoln Children's Books. ISBN 9781847802613
- Lucy Popescu (editor) *A Country of Refuge* (2016) Unbound. ISBN 9781783522682
- Ben Morley *The Silence Seeker* (2009) Tamarind Books. ISBN 9781848530034
- Andy Glynne *Seeking Refuge Series* (2016) Hachette Children's Group. A series of books focusing on the individual story of an individual child seeking asylum

## Dictionaries

The following dictionaries are recommended for use with children/young people:

### Arabic:

- Wortabet's pocket dictionary English-Arabic, Arabic-English by John Wortabet and Harvey Porter. Published by Librairie du Liban. Includes subject specific vocabulary for Science. Suitable for upper primary school and secondary school.
- Elias School Dictionary English-Arabic, Arabic English. Published by Elias Modern Publishing House. ISBN: 977-5028-60 4. Suitable for upper primary school and secondary school.
- My Bilingual Talking Dictionary English & Arabic. Published by Mantralingua. ISBN: 9781846115929. Suitable for Key Stage 1.

### Chinese:

- My Bilingual Talking Dictionary English & Mandarin. Published by Mantralingua. ISBN: 9781846115950. Suitable for Key Stage 1.
- My Bilingual Talking Dictionary English & Cantonese. Published by Mantralingua. ISBN: 9781846115967. Suitable for Key Stage 1.
- Collins Pocket Mandarin Chinese dictionary. Published by Collins. ISBN: 9780007428236
- Collins Essential Chinese dictionary. Published by Harper Collins. ISBN: 9780007445196

### Farsi/Persian:

- Hippocrene concise Farsi-English, English-Farsi dictionary by A.M. Miandji. Published by Hippocrene Books Inc, New York. ISBN: 978-0-7818-0860 6. Suitable for upper primary school and secondary school.
- Word-to-word bilingual dictionary English-Farsi, Farsi-English. Published by Star Publications Ltd. ISBN: 978-817650-425 6. Suitable for upper primary school and secondary school.
- Persian active study dictionary (two-way). Published by Asim Press, Tehran. This dictionary contains a larger number of words than the previous two. ISBN: 978-964-418-325-6. Suitable for secondary school.
- My Bilingual Talking Dictionary English & Farsi. Published by Mantralingua. ISBN: 9781846115998. Suitable for Key Stage 1.

### Kurdish:

- English-Kurdish, Kurdish-English dictionary. Published by Star Publications Ltd. ISBN: 81-7650-078-X
- My Bilingual Talking Dictionary English & Kurdish. Published by Mantralingua. ISBN 184444 6980. Suitable for Key Stage 1.

### Pashto/Dari

- English Pashto & Dari dictionary by S. Yarzi. ISBN 978-0-9561449-0-4. Suitable for upper primary school and secondary school.

**Vietnamese:**

- Word-to-word bilingual dictionary English-Vietnamese, Vietnamese-English. Published by Star Publications. ISBN: 978-81-7650-402 7. Suitable for upper primary school and secondary school.
- Berlitz Vietnamese compact dictionary Vietnamese-English, English-Vietnamese. Published by Berlitz Publishing. Contains over 40,000 words. Suitable for upper primary school and secondary school.
- My Bilingual Talking Dictionary English & Vietnamese. Published by Mantralingua. ISBN: 9781846116193. Suitable for Key Stage 1.

## Other resources are available from:

### Grant & Cutler at Foyles

107 Charing Cross Road,  
London.  
WC2H 0DT

Telephone: 020 774403248

E-mail: [languages@foyles.co.uk](mailto:languages@foyles.co.uk)

Website: [www.grantandcutler.com](http://www.grantandcutler.com)

Stock a wide range of single and bilingual dictionaries in a wide variety of languages, including those recommended above.

### Hampshire Ethnic Minority and Traveller Achievement (EMTAS) Service

North Hampshire Hub  
Dame Mary Fagan House  
Chineham Court  
Lutyens Close  
Basingstoke  
RG24 8AG

Telephone: 03707 794222

Website: <https://www.hants.gov.uk/educationandlearning/emtas>

Twitter: [@HampshireEMTAS](https://twitter.com/HampshireEMTAS)

### Mantra Lingua Publishing Ltd

Global House,  
303 Ballards Lane,  
London.  
N12 8NP

Telephone: 020 84445 5123

E-mail: [info@mantralingua.com](mailto:info@mantralingua.com)

Website: [www.mantralingua.com](http://www.mantralingua.com)

Publishes dual language books and dictionaries for children, including *Phrases for School* and *Words for School*.

Titles are available in a range of languages including Albanian, Arabic, Farsi, Serbo-Croatian, Somali and Turkish.

### Milet Publishing Ltd

Turnaround Publisher Services,  
Unit 3,  
Olympia Trading Estate,  
Coburg Road,  
London.  
N22 6TZ

Telephone: 020 8893000

E-mail: [info@milet.com](mailto:info@milet.com)

Website: [www.milet.com](http://www.milet.com)

Publishes dual language books for children in a range of languages. Stocks Turkish dictionaries and books about Turkey.

### **National Education Union (NEU)**

NEU Headquarters:  
Hamilton House, Mabledon Place  
London  
WC1H 9BD.

Tel: **0345 811 8111**

Contact info: [Contact us | NEU](#)

Website: [www.teachers.org.uk](http://www.teachers.org.uk)

The NEU Union has created 'Welcoming refugee Children to Your School' – a pack of refugee teaching resources, booklists for primary and secondary teachers and useful websites which have been developed, used and shared by teachers for teachers. It provides information about ways in which you can create a refugee-friendly school, make an accessible curriculum and think about some principles of effective practice. It is available here: [Layout 1 \(neu.org.uk\)](#)

### **IOP Press and Trentham Books**

UCL IOE Press  
UCL Institute of Education  
20 Bedford Way  
London  
WC1H 0AL

Telephone: 020 7911 5565

E-mail: [ioe.ioepress@ucl.ac.uk](mailto:ioe.ioepress@ucl.ac.uk)

Twitter: @IOE\_Press

Website: <http://www.ucl-ioe-press.com/books/>

Publishes *In the midst of the whirlwind* by Naomi Richman and *Supporting Refugee Children in 21st century Britain* by Jill Rutter.

### **Understanding Childhood**

Publishes *Far from the battle but still at war: troubled refugee children in school* by Dick Blackwell and Sheila Melzak. Available to download free from:  
[www.understandingchildhood.net/posts/far-from-the-battle-but-still-at-war/](http://www.understandingchildhood.net/posts/far-from-the-battle-but-still-at-war/)

### **STAR - Student Action For Refugees**

STAR(Student Action for Refugees)  
Resource for London  
356 Holloway Road  
London N7 6PA

Telephone: 0207 697 4130

Website: [www.star-network.org.uk](http://www.star-network.org.uk)

Star produces resources for schools and youth work for activities that get young people to think about issues of citizenship, justice and human rights.

**Talking Products Ltd**

Unit C8 The Premier Centre  
Abbey Park Industrial Estate  
Romsey  
Hampshire  
SO51 9DG

Tel: **01794 278327**

E-mail: info@TalkingProducts.com

Website: <http://www.talkingproducts.com/>

**The following publishers produce simplified readers:**

Evans - illustrated simplified Shakespearean texts are available;

Longman

Heinemann

Oxford University Press

# Contact Numbers

## **British Red Cross Society**

<http://www.redcross.org.uk/trace>

Provides an international message and tracing service for people who have lost *close* relatives as a result of war or natural disasters. Contact the service via the website above.

## **Pitman Qualifications**

1 Giltspur Street  
London  
EC1A 9DD

Telephone: 020 7294 2468 (main switchboard) for non-qualification and non-centre related queries or 01924 206709 for queries related to skills for life qualifications.

Website: <http://www.cityandguilds.com/>

## **City Life Education and Action for Refugees (CLEAR)**

James Street Centre  
2 James Street  
Southampton  
SO14 1PJ

Email: [admin@clearproject.org.uk](mailto:admin@clearproject.org.uk)

Tel: 023 8022 1111

<http://www.clearproject.org.uk/>

CLEAR aims to improve the quality of life for refugees and asylum seekers in Southampton, providing free advice and supporting people in accessing local services to which they are entitled. CLEAR operates an advice and guidance centre, ESOL classes throughout the week, and helps with employment, business courses and access to education.

## **Hampshire Ethnic Minority and Traveller Achievement (EMTAS) Service**

North Hampshire Hub  
Dame Mary Fagan House  
Chineham Court  
Lutyens Close  
Basingstoke  
RG24 8AG

Telephone: 03707 794222

Website [www.hants.gov.uk/emtas](http://www.hants.gov.uk/emtas)

Twitter [www.twitter.com/HampshireEMTAS](https://www.twitter.com/HampshireEMTAS)

## **Hampshire Virtual School for children in care**

Queen Elizabeth II Court

Winchester

Hampshire

SO238UG

Telephone 01962 835227

Website [Hampshire and Isle of Wight Virtual School and College for children in care | Hampshire County Council \(hants.gov.uk\)](http://hants.gov.uk/virtual-school)

Hampshire Virtual School shared mailbox [virtualschool@hants.gov.uk](mailto:virtualschool@hants.gov.uk)

## **Refed (refugee education)**

This free online discussion forum has been set up to support teachers and other professionals who work with refugee and asylum-seeking children, young people and families. The aim of Refed is to promote the discussion of practice issues and to support colleagues through the exchange of ideas and resources. If you join Refed you will be able to:

- share resources and information
- publicise courses and publications
- discuss practice issues with other Refed subscribers
- ask questions or request help and information

<http://groups.yahoo.com/group/refed/>

## **Refugee Action**

Victoria Charity Centre

11 Belgrave Road

London

SW1V 1RB

Telephone: 0207 952 1511

Website: <https://www.refugee-action.org.uk/>

Refugee Action is a charity that provides information and support to refugees. No projects are currently being undertaken in Hampshire.

## **Refugee Council**

Children's Panel

13 - 14 Katharine Street,

Croydon.

CR0 1NX

Telephone: 0808 808 0500 (for clients)  
0207 346 1134 (for other enquiries)

Website: [www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk)

e-mail: [children@refugeecouncil.org.uk](mailto:children@refugeecouncil.org.uk)

Provides services for children run in different parts of the country but not in the Hampshire area at present.

## **The Bell Foundation**

The Bell Foundation,

Red Cross Lane,

Cambridge.  
CB2 0QU  
Website: [www.bell-foundation.org.uk](http://www.bell-foundation.org.uk)

**The Willow Team**

[willow.team@hants.gov.uk](mailto:willow.team@hants.gov.uk)

**Trinity College London ESOL qualifications**

UK & Ireland office  
Trinity College London  
AMP House, 10th floor  
Dingwall Road  
Croydon  
CR0 2LX

Telephone: 020 7820 6100

E-mail: [ukandireland@trinitycollege.co.uk](mailto:ukandireland@trinitycollege.co.uk)

Trinity College London offers entry level certificates and level 1 & 2 certificates in English for speakers of other languages (ESOL) skills for life. See their website below for details: <http://www.trinitycollege.com/site/?id=3235>

**United Nations High Commission for Refugees (UNHCR)**

UNHCR (UN Refugee Agency)  
Strand Bridge House  
138 - 142 Strand  
London  
WC2R 1HH

Telephone: 020 7759 8090

Website: [www.unhcr.org.uk](http://www.unhcr.org.uk)

Provides a range of mainly free educational resources:  
<http://www.unhcr.org/uk/teaching-about-refugees.html> and  
<http://www.unhcr.org/uk/teaching-resources.html>

# Appendix A: Sample Profile Report: Primary

## Confidential

### Hampshire Ethnic Minority and Traveller Achievement Service

Developing a Rights Respecting Service that advocates for the  
Rights of the Child

#### Profile Report For Primary Phase

**Please ensure this report is shared with all staff working with this pupil**

This report collates information that has been provided by the pupil, parents/carers and school staff. It includes observations of the pupil made by EMTAS staff and recommendations for support strategies that match the needs identified at the time of writing.

#### Data Protection Statement

The information contained within this report is used in accordance with the Data Protection Act 1998.

EMTAS will compile statistics, or assist other organisations to do so, provided that no statistical information that would identify the pupil as an individual will be published. The information will be held securely, and in accordance with the retention schedule for documents including sensitive personal information.

# Confidential

Name **XXXX** L1**Arabic** Yr Grp**3** DoB Gender **Female**  
UPN **XXXXXXXXXXXX** Ethnic code **OTH** EMTAS No **XXXX**

## Context

Name of EMTAS staff **XXXXX XXXXX and XXXX XXXXX**  
Email **XXXX.XXX@XXXX.XXXX.XX and XXXXX.XXXX@XXXXXXXX.XXXX.XX**  
Date of visit(s) **07/02/2018** **20/02/2018**  
In-class support    
Observation in lesson    
1:1 assessment    
Parents/Carer meeting at school phone call coffee event  
Name of School **XXXX Primary** DfE number  
Staff consulted **class teacher**

Any concerns by current school Yes  No

*If yes, please give details*

## Family Background

### Pupil

Date of arrival in the UK/UK born **17/01/2018** Asylum seeker   
Date of admission **30/01/2018** Refugee

List countries pupil has lived in ( <i>most recent first</i> )	From	To
<b>Jordan</b>	<b>March 2013</b>	<b>17/01/2018</b>
<b>Syria</b>	<b>Birth</b>	<b>17/01/2018</b>

### Parents/Carer living with pupil

Name of parent/carers	Relationship to pupil	Country of Origin/L1	English spoken
<b>XXXXXXXXXX</b>	<b>Father</b>	<b>Syria/Arabic</b>	<b>No</b>
<b>XXXXXXX</b>	<b>Mother</b>	<b>Syria/Arabic</b>	<b>No</b>

### Siblings

Brother/Sister	Age	College/School/Pre-school/Other
<b>XXXXXX</b>	<b>9</b>	<b>XXXXXX Primary (Year 4)</b>
<b>XXXX</b>	<b>7</b>	<b>XXXXXX Primary (Year 2)</b>
<b>XXXXXXX</b>	<b>3</b>	<b>Pre-school (not registered yet)</b>

## Additional Information

Details

# Confidential

Name **XXXX** L1**Arabic** Yr Grp**3** DoB Gender **Female**  
 UPN **XXXXXXXXXXXX** Ethnic code **OTH** EMTAS No **XXXX**

Pupil's religion declared?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>Muslim</b>
Any religious or cultural practices the pupil will be taking part in which may affect his/her learning? (eg fasting)	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Please note cultural rules around getting changed for PE and importance of modesty. When living in Jordan, XXXX completed a full fast during Ramadan. Dad says she doesn't know if this will be the case here yet, so do check nearer the time what she is planning and how school can best support her.</b>
Eligible for free school meals? (ie in receipt of certain benefits, see <a href="#">free school meals</a> )	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>In receipt of qualifying benefits</b>
Any health or dietary needs? Any allergies?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>Halal food</b>
Any concerns by parents/carers, or any issues the school should be made aware of (eg worries or fears the pupil may have or any recent changes in the pupil's behaviour)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Are parents aware about internet safety?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is the pupil happy at their new school? <i>Are there any indicators of what might improve the pupil's enjoyment of their school experience?</i>	Yes <input checked="" type="checkbox"/> Yes most of the time <input type="checkbox"/> Starting to settle in <input type="checkbox"/> Still finds it very challenging <input type="checkbox"/>	<b>XXXX says she likes her new school and her peers are kind to her.</b>
Pupil's interests, hobbies, skills; anything the pupil enjoys at home or at school <b>XXXX likes playing with her sisters and helping her mum around the home.</b>		
Any additional comments <b>XXXX is more reserved than her older sister and may need more time before she is confident to begin to take a more active part in class-based activities.</b>		

## Previous Education

No previous education

# Confidential

Name **XXXX** L1**Arabic** Yr Grp**3** DoB Gender **Female**  
 UPN **XXXXXXXXXXXX** Ethnic code **OTH** EMTAS No **XXXX**

Comment **XXXX had a little education in Jordan before coming to the UK, just over one year's worth. She was keen to do well and would do extra study at home with her mother's support. She presents as a keen learner with a positive attitude towards her school work.**

Country	School	Yr Grp	Age from/to	Languages used	Preferred subjects/activities
<b>Jordan</b>		<b>Year 1 and 1 term of Year 2</b>	<b>6</b>	<b>Arabic</b>	<b>Maths, RE (Islam), Science, Arabic, English and Art</b>

Did the pupil learn English before starting at current school?

Yes  No  *(If yes, please give details below)*

**XXXX learned the English alphabet and some words at school in Jordan.**

Were there any concerns raised by the previous school? Yes  No

*(If yes, please give details and state whether these have been resolved or need further action and whether there are reports available)*

**XXXX was top of her class at her school in Jordan.**

Has the pupil been identified by educational/health professionals as having any learning difficulties?

Yes  No  *(If yes, please give details below)*

Additional comments, including any comments on other curriculum subjects

**There were no computers or tablets at the school in Jordan and Music was not part of the curriculum; these things will be new for XXXX.**

## Languages used

*(including English if appropriate)*

Languages	Listening	Speaking	Reading	Writing	Used with whom/in what context/ any other comments

# Confidential

Name **XXXX** L1**Arabic** Yr Grp**3** DoB Gender **Female**  
 UPN **XXXXXXXXXXXX** Ethnic code **OOTH** EMTAS No **XXXX**

(Strongest first)					
<b>Arabic</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>With family</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Assessment of First Language Skills

## Early Indication of Skills in English

First language Arabic	English
Listening Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/>	Listening
<b>XXXX's listening skills in Arabic are very good and she understands and responds appropriately. She is a confident and active participant in conversation in Arabic.</b>	<b>Listens attentively for short bursts. Needs non-verbal cues to access meaning.</b>
Speaking Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/>	Speaking
<b>XXXX's spoken Arabic is very good. She speaks clearly and fluently and can communicate her views and opinions on different subjects.</b>	<b>Can repeat back words. Is functioning at word level.</b>
Reading Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> <input checked="" type="checkbox"/> Basic <input type="checkbox"/>	Reading
<b>XXXX can read and understand what she has read. When with her older sister, she tends to step back and let XXXXX, who is a more fluent reader, take the lead. However, XXXX's language skills in Arabic are very good for her age and full use should be made of these to support her learning in English.</b>	<b>Knows some letters. Knows print in English is read from left to right.</b>
Writing (sample attached Yes <input type="checkbox"/> No <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> <input checked="" type="checkbox"/> Basic <input type="checkbox"/>	Writing (sample attached Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> )
<b>XXXX needs very little support with her spelling in Arabic. She knows the alphabet and phonics in Arabic and is confident to have a go at writing in Arabic. She can read back what she has written.</b>	<b>Can copy some words</b>

# Confidential

Name **XXXX** L1**Arabic** Yr Grp**3** DoB Gender **Female**  
UPN **XXXXXXXXXXXX** Ethnic code **OTH** EMTAS No **XXXX**

Any additional comments

**XXXX likes to study and was a strong student at her school in Jordan.**

## Early indication of skills in English

An early indication, based on observations made by the EMTAS Bilingual Assistant and information provided by school-based staff, suggests this pupil appears to be working within Band A of the DfE Proficiency Scale.

Detailed observations of the pupil's use of English over time will enable a more accurate assessment to be made.

## Recommendations for XXXX

EMTAS Support required Yes  No

Type of Support In class support      Communication with parents

## EMTAS Services

Access [EMTAS training](#) for teachers and whole school staff. Much of our training is free to Hampshire maintained schools, can take place in your school and can be adapted to your needs. Contact XXXXX XXXXX to discuss your training requirements and to book a session. Visit our [website](#) for more information on how to support EAL learners and how to access our full range of services including the [EMTAS Young Interpreter Scheme](#), [Phone lines in different languages](#), [EAL/SEN advice](#), [e-learning](#), [coffee events](#) and [borrowing dual language resources](#).

## Academic

- Provide key words in advance of the lesson for XXXX to translate into Arabic/talk about with parents at home.
- Use active listening strategies in class – XXXX could listen out for the key words being used. This would help build her stamina as a listener.
- Provide copies of texts to be used in lessons for XXXX to highlight and annotate in Arabic.
- Provide XXXX with access to translation tools eg on iPad or a dual language dictionary. Be careful with tools like Google Translate: these are OK for literal translations of words and phrases but become less accurate with longer texts or anything that uses figurative language.
- Seat with strong language and learning role models. Choose pupils who are of similar cognitive ability.
- Use plenty of visual material and explicit pointing to direct attention.

# Confidential

Name **XXXX** L1**Arabic** Yr Grp**3** DoB Gender **Female**

UPN **XXXXXXXXXXXX** Ethnic code **OOTH** EMTAS No **XXXX**

- Use clear modelling of tasks and how to approach them and then have **XXXX** supported by working in the classroom with her peers.
- Accept non-verbal responses.
- The best place for **XXXX** to learn the language of the curriculum is in the classroom with her peers. Any withdrawal provision should have a strong link to the curriculum and be for short bursts of time only. Avoid decontextualised grammar/vocab teaching.

## Social/Cultural

- There will be practices within Islam to which **XXXX** will be adhering and these may have implications re provision at school eg she may be observing a fast for Ramadan (possibly partial) and there will be things to consider in relation to swimming lessons and getting changed for PE more generally. The Muslim Council of Britain's guidance on the EMTAS website [here](#) may be a helpful source of information for staff, but remember different people observe their faith in different ways so always check with **XXXX** to make sure provision matches needs.

## Parental Engagement

Use the EMTAS Arabic phone line to support home-school communication. Details are on the EMTAS website [here](#).  
Encourage parents to talk to **XXXX** about what she is learning about at school – send home key words/phrases and ask them to work with her to translate these into Arabic.  
Wikipedia in Arabic may be a useful source of information for topic work.  
**XXXX** may be willing to help her younger sister with her reading homework – this would benefit both girls. She may also be able to help with **XXXXXXX**, her youngest sister, as she starts engaging with story and early reading activities at pre-school.

## Preliminary assessment of skills in English

During profiling and support, evidence will be gathered of this pupil's skills in English in Listening, Speaking, Reading & Viewing and Writing. This will be done in liaison with the class teacher and any additional adults who work with the child. Observations will be collected in the EMTAS Communication Folder.

At the end of profiling and support, a best-fit baseline will be established based on the observations collected through the period of support and using the new [EAL Assessment Framework](#).

## DfE Proficiency Scale

Code	Description
<b>A</b>	<p><b>New to English</b></p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
<b>B</b>	<p><b>Early acquisition</b></p> <p>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
<b>C</b>	<p><b>Developing competence</b></p> <p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
<b>D</b>	<p><b>Competent</b></p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
<b>E</b>	<p><b>Fluent</b></p> <p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>

To access the full Bell Foundation EAL Assessment Framework we recommend is used to assess this pupil's skills in English, click [here](#).

NB: the colours used above reflect the colours used in the EAL Assessment Framework to indicate the different Bands.

# **Appendix B: information about baseline assessment of English**

## **Baseline assessment of EAL Pupils' use of English**

It is good practice to use an EAL-specific scale to establish a baseline and to track progress in a pupil's acquisition of English right up to the point at which the EAL pupil can operate across the curriculum on a par with their monolingual, English-only peers.

Hampshire EMTAS recommends schools use the Bell Foundation EAL Assessment Framework to do this.

In order for this baseline to be an accurate reflection of pupils' abilities in English at the end of support from an EMTAS Practitioner, observations will be collected and recorded by the EMTAS Practitioner during their visits to see the pupil in school as well as by school-based staff who work with the pupil.

### **Where the pupil will receive bilingual support from an EMTAS Practitioner**

Where bilingual support is recommended, the EMTAS Practitioner will record their observations of the pupil's use of English in the Communication Folder. School-based staff, eg the Class Teacher and any Teaching Assistant who works with the pupil, should contribute to these observations, keeping dated notes which should be shared with the EMTAS Practitioner.

After the baseline assessment of the pupil's skills in English has been completed at the end of support, it is advised that school based staff continue to monitor progress and to inform planning and target-setting using the Bell Foundation EAL Assessment Framework. Training is available from EMTAS to support staff to do this.

Where bilingual support is not needed, the EMTAS Practitioner will record any observations made during their profiling visit(s) and then school-based staff should continue this process themselves. Training is available from EMTAS to support staff to do this.

### **Internal progression within each band**

Note that although the descriptors are not expected to be achieved in strict order, descriptors 1-3 are 'Early Development' and 8-10 are 'getting closer to the next band'.

There is no need for pupils to evidence every descriptor within each band before progressing on to the next band.

**DfE Proficiency Scale (not suitable for tracking progress over time; to be used as an early indication only)**

<b>Code</b>	<b>Description</b>
<b>A</b>	<p><b>New to English</b></p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
<b>B</b>	<p><b>Early acquisition</b></p> <p>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
<b>C</b>	<p><b>Developing competence</b></p> <p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
<b>D</b>	<p><b>Competent</b></p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
<b>E</b>	<p><b>Fluent</b></p> <p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>
<b>N</b>	<p><b>Not yet assessed</b></p>

To access the full Bell Foundation EAL Assessment Framework used to assess this pupil's skills in English, click [here](#).

NB: the colours used above reflect the colours used in the EAL Assessment Framework to indicate the different Bands

# Appendix C: Sample Profile Report: Secondary

## Confidential

### Hampshire Ethnic Minority and Traveller Achievement Service

Developing a Rights Respecting Service that advocates for the Rights of the  
Child

### Profile Report For Secondary Phase

**Please ensure this report is shared with all staff working with this student**

This report collates information that has been provided by the pupil, parents/carers and school staff. It includes observations of the pupil made by EMTAS staff and recommendations for support strategies that match the needs identified at the time of writing.

#### Data Protection Statement

The information contained within this report is used in accordance with the Data Protection Act 1998.

EMTAS will compile statistics, or assist other organisations to do so, provided that no statistical information that would identify the pupil as an individual will be published. The information will be held securely, and in accordance with the retention schedule for documents including sensitive personal information.

## Context

Name of EMTAS staff **XXXX XXXXX**  
Email **XXXX.XXXXX@XXXXX.XXX.XX**  
Date of visit(s) **07/12/2017** **25/01/2018**  
In-class support    
Observation in lesson    
1:1 assessment    
Parents/Carer meeting at school  phone call   
Name of School **XXXXXXXX School** DfE number **XXXX**  
Staff consulted **Mrs XXXXXXXXXX, KS3 SENCO**

Any concerns by current school Yes  No

*If yes, please give details*

## Family Background

### Student

Date of arrival in the UK/UK born **16/08/2017** Asylum seeker   
Date of admission **06/09/2017** Refugee

List countries student has lived in ( <i>most recent first</i> )	From	To
<b>Syria</b>	<b>Since born</b>	<b>2017</b>

### Parents/Carer living with student

Name of parent/carers	Relationship to student	Country of Origin/L1	English spoken
<b>XXXXXXXX</b>	<b>Grandfather</b>	<b>Syria</b>	<b>Yes, basic</b>
<b>XXXXXXXX</b>	<b>Grandmother</b>	<b>Syria</b>	<b>No</b>

### Siblings

Brother/Sister	Age	College/School/Pre-school/Other
<b>XXXXXXXX</b>	<b>11 years</b>	<b>XXXXXXXX Primary</b>
<b>XXXXX</b>	<b>5 years</b>	<b>XXXXXXXX Infant</b>

Any additional comments

**XXXXX now lives with her grandparents. XXXXX explained that her parents were taken during the war in Syria, and no one knows about their whereabouts or what has happened to them. Accordingly XXXXX and her siblings moved to the UK to join their grandparents who were already living in the UK. She is a very mature girl and explained that she is a young carer for her siblings. Whilst explaining her story XXXXX was very emotional and was in tears. XXXXX seems motivated and determined to learn.**

## Additional Information

		Details
Student's religion declared?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>Christian</b>
Any religious or cultural practices the student will be taking part in which may affect his/her learning? (eg fasting)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Eligible for free school meals? (ie in receipt of certain benefits, see <a href="#">free school meals</a> )	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Any health or dietary needs? Any allergies?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Are parents aware about internet safety?	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>N/A</b>
Any concerns by parents/carers, or any issues the school should be made aware of (eg worries, fears the student may have or any recent changes in the student's behaviour)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Is the student happy at their new school?	Yes <input checked="" type="checkbox"/> Yes most of the time <input type="checkbox"/> Starting to settle in <input type="checkbox"/> Still finds it very challenging <input type="checkbox"/>	<b>Student</b>
Student's interests, hobbies, skills; anything the student enjoys at home or at school <b>Drawing, music and tennis.</b>		

## Previous Education

No previous education <input type="checkbox"/>
Comment <b>XXXXX attended nursery and primary school in Syria, plus a short period in secondary school (2 months).</b>

Country	School	Yr Grp	Age From/to	Languages used
Syria		Nursery	3 years to 5 years old	Arabic
Syria		Yr 1 to yr 7	6 years to 12 years old	Arabic + English

Did the student learn English before starting at current school?

Yes  No  (If yes, please give details below)

**XXXXX had 7 years of learning English (2 lessons/week). She had extra English lessons with dad at home, as her dad's English is very good. XXXXX's English is good compared to other Syrian children, but it is not enough to access the science curriculum because she finds most of the scientific words and concepts hard to understand.**

Were there any concerns raised by the previous school? Yes  No

(If yes, please give details and state whether these have been resolved or need further action and whether there are reports available)

Has the student been identified by educational/health professionals as having any learning difficulties?

Yes  No  (If yes, please give details below)

Additional comments

**In Syria formal schooling begins when a child is six years old. Before she was 6 years old, XXXXX used to go with her mother to the school for a whole year before officially joining the school (year 1). This was because her mother was a music teacher in the same school. She had 2 months in year 7.**

## Languages used

(including English if appropriate)

Languages (Strongest first)	Listening	Speaking	Reading	Writing	Used with whom/in what context/ any other comments
Arabic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	At home
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	At school
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Assessment of First Language Skills Early Indication of Skills in English

First Language	English
Listening Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/>	Listening
<b>XXXXX's listening level is appropriate for her age. She is very good at general conversation in terms of listening and following instructions.</b>	<b>In discussion, she shows understanding of the main points. Through relevant comments and questions, she shows she has listened carefully.</b>
Speaking Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/>	Speaking
<b>She talks with confidence in an increasing range of contexts. In discussion, she makes contributions and asks questions that are responsive to her ideas and views.</b>	<b>She talks confidently in different contexts, exploring and communicating ideas. She begins to adapt what she says to the needs of the listener, varying the use of vocabulary and the level of detail.</b>
Reading Excellent <input type="checkbox"/> Good <input checked="" type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/>	Reading
<b>Able to read well and with understanding, appropriate to her age.</b>	<b>She reads a range of texts fluently and accurately. She reads independently, using strategies appropriately to establish meaning.</b>
Writing (sample attached Yes <input type="checkbox"/> No <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input checked="" type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/>	Writing (sample attached Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> )
<b>Writes well, appropriate to her age</b>	<b>Her writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader.</b>

Any additional comments

### Early indication of skills in English

An early indication, based on observations made by the EMTAS Bilingual Assistant and information provided by school-based staff, suggests this pupil appears to be working within Band D of the DfE Proficiency Scale.

Detailed observations of the pupil's use of English over time will enable a more accurate assessment to be made.

### Curriculum subjects current and previous school

Subject	Current School	Previous School
Arabic	<ul style="list-style-type: none"> <li>Is capable of taking GCSE Arabic</li> </ul>	<ul style="list-style-type: none"> <li>Was working at a good level of competency.</li> </ul>
English	<ul style="list-style-type: none"> <li>Has good basic conversational English but lacks subject specific vocabulary needed across the curriculum.</li> <li>Reasonably well developed skills in reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Studied English for 7 years prior to moving to UK.</li> <li>Also practised with dad who has good spoken English.</li> <li>Above average level of competency for age.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Finding accessing curriculum difficult due to lots of unknown subject specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Was an average student in Science.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Finding this subject difficult at present due to very great differences in type of content taught in UK (mostly unfamiliar).</li> </ul>	<ul style="list-style-type: none"> <li>Was working at an average level in Geography but focused on the Middle East.</li> </ul>
History	<ul style="list-style-type: none"> <li>Also finding this subject difficult as British/European History topics unfamiliar.</li> </ul>	<ul style="list-style-type: none"> <li>Was not very interested in History in school in Syria.</li> </ul>
Music	<ul style="list-style-type: none"> <li>Enjoying this subject especially composition.</li> </ul>	<ul style="list-style-type: none"> <li>Excelled at Music.</li> </ul>
P.E.	<ul style="list-style-type: none"> <li>Not experienced with all of the sports on offer to her but is participating well.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoyed P.E.</li> </ul>

### Preliminary assessment of skills in English

During profiling and support, evidence will be gathered of this student's skills in English in Listening, Speaking, Reading & Viewing and Writing. This will be done in liaison with the class teacher and any additional adults who work with the child. Observations will be collected in the EMTAS Communication Folder.

At the end of profiling and support, a best-fit baseline will be established based on the observations collected through the period of support and using the Bell [EAL Assessment Framework](#).

## Recommendations for XXXXX

EMTAS Support required Yes  No

Type of Support In class support

### EMTAS Services

Consider [EMTAS training](#) for teachers and whole school staff. Much of our training is free to Hampshire maintained schools, can take place in your school and can be adapted to your needs. (Please contact XXXXX XXXXX to discuss your training requirements and to book a session)

Please also visit our [website](#) for more information on how to support EAL learners and how to gain access to our range of services including the [EMTAS Young Interpreter Scheme](#), [Phone lines in different languages as well as on EAL/SEN advice](#), [internet safety](#), [e-learning](#), [coffee events and borrowing dual language resources](#)

### Academic

XXXXX needs bilingual support particularly in maths and science in preparation for her GCSEs. Place XXXXX in a high ability group where she has access to strong language role models and behaviour.

XXXXX would benefit from being given prior knowledge of which topics are coming up in class and which subject specific vocabulary will be needed so that she can prepare at home by researching the topics in Arabic online or by discussing with her grandparents at home prior to the lesson. This will also give her the opportunity to look up any key words in advance of the lesson which will help her understanding.

The opportunity to pre-read texts to be used in class would also be helpful, as would providing copies on which XXXXX could make her own annotations in Arabic. Access to dual language subject specific glossaries would also be useful.

Enter XXXXX for GCSE Arabic next year.

### Social/Cultural

Provide buddies for XXXXX.

Ensure that XXXXX knows who to go to at school if she experiences any problems.

Periodically check up on her general welfare to make sure all is well.

Ensure that XXXXX knows which extra curricular activities are available to her and encourage her to attend any that interest her as this will help her to make friends. Signpost her to information regarding opportunities outside of school that she may be interested in too.

Be mindful that XXXX has experienced the trauma of losing her parents and the continuing uncertainty around whether they are alive or dead; and also that she is now acting as a young carer for her younger siblings. She may need ELSA support/counselling.

### Parental Engagement

Use EMTAS Arabic phone line to facilitate communication between school and the family. Encourage grandparents to use Arabic at home as research shows that the continued development of first language skills has a positive impact on English language acquisition.

**DfE Proficiency Scale (not suitable for tracking progress over time; to be used as an early indication only)**

<b>Code</b>	<b>Description</b>
<b>A</b>	<p><b>New to English</b></p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
<b>B</b>	<p><b>Early acquisition</b></p> <p>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
<b>C</b>	<p><b>Developing competence</b></p> <p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
<b>D</b>	<p><b>Competent</b></p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
<b>E</b>	<p><b>Fluent</b></p> <p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>

To access the full Bell Foundation EAL Assessment Framework we recommend is used to assess this pupil's skills in English, click [here](#).

NB: the colours used above reflect the colours used in the EAL Assessment Framework to indicate the different Bands.

# Appendix D: Sample UASC Profile Report

## Confidential

### Hampshire Ethnic Minority and Traveller Achievement Service

Developing a Rights Respecting Service that advocates for the Rights of the Child

### Profile Report For Unaccompanied Asylum Seeking Children (UASC) in Secondary Phase

**Please ensure this report is shared with all staff working with this student**

This report collates information that has been provided by the student, carer, social worker, staff from other agencies and school staff. It includes observations of the student made by EMTAS staff and recommendations for support strategies that match the needs identified at the time of writing.



#### **Data Protection Statement**

The information contained within this report is used in accordance with the Data Protection Act 2018.

EMTAS will compile statistics, or assist other organisations to do so, provided that no statistical information that would identify the student as an individual will be published. The information will be held securely, and in accordance with the retention schedule for documents including sensitive personal information.

Ethnic Minority and Traveller Achievement Service, Dame Mary Fagan House, Chineham Court, Lutyens Close, Basingstoke, RG24 8AG Tel 03707 794222

Team Leader Michelle Nye, County Inspector/Advisor for the Inclusion Advisory Service

[www.hants.gov.uk/emtas](http://www.hants.gov.uk/emtas)

@HampshireEMTAS

## Context

Names of EMTAS staff **Specialist Teacher Advisor and Arabic speaking Bilingual Assistant**  
Email [teacher.advisor@hants.gov.uk](mailto:teacher.advisor@hants.gov.uk) and [bilingual.assistant@hants.gov.uk](mailto:bilingual.assistant@hants.gov.uk)  
Date of visit(s) **29/01/2021** **02/02/2021**  
In-class support    
Observation in lesson    
1:1 assessment    
Carer  meeting at school  Zoom call  
Unable to establish contact with carer

Name of School **A Secondary School** DfE number **1234**  
Staff consulted **Mr Head of Year: [HOY@asecondaryschool.co.uk](mailto:HOY@asecondaryschool.co.uk)**  
Designated Teacher for CiC **Ms Designated Teacher: [DT@asecondaryschool.co.uk](mailto:DT@asecondaryschool.co.uk)**  
Name of Social Worker **Mr Social Worker: [socialworker@hants.gov.uk](mailto:socialworker@hants.gov.uk)**

Any concerns by current school Yes  No

*If yes, please give details*

## Background

### Student

Date of arrival in the UK **19/09/2020**  
Date of admission **25/01/2021**

List countries student has lived in ( <i>most recent first</i> )	From	To
<b>UK</b>	<b>August 2020</b>	<b>present</b>
<b>France</b>	<b>July 2020</b>	<b>August 2020 (1 month)</b>
<b>Italy</b>	<b>July 2020</b>	<b>July 2020 (2 weeks)</b>
<b>Malta</b>	<b>August 2019</b>	<b>July 2020 (11 months)</b>
<b>Libya</b>	<b>May 2019</b>	<b>August 2019 (3 months)</b>
<b>Chad</b>	<b>April 2019</b>	<b>May 2019 (1 month)</b>
<b>Sudan</b>	<b>Birth</b>	<b>April 2019</b>

### Carer(s) living with student

Name of carer(s)	Country of Origin/L1
<b>Mr and Mrs Foster Carer</b>	<b>UK/English</b>

Ethnic Minority and Traveller Achievement Service, Dame Mary Fagan House, Chineham Court, Lutyens Close, Basingstoke, RG24 8AG Tel: 03707 794222

[www.hants.gov.uk/emas](http://www.hants.gov.uk/emas)

Relevant background information (including any information about family members, experience of work)

Abdullah told us that he comes from the Darfur area in western Sudan. This is a very rural area in which has experienced conflict for many years. Abdullah said that his father disappeared when he was very young and that he believes that he was probably taken away by the militia. He stated that he grew up with his mother and siblings – three brothers and five sisters. He believes that one brother is currently living in a refugee camp in Niger and that the others are still in Sudan. Abdullah is the youngest in the family. He has had contact by phone with his family twice since his arrival in the UK. He said that he does not have any extended family in the UK but has a friend in Portsmouth whom he met on the lorry when travelling to the UK.

Abdullah explained that his family had a small farm in Sudan that grew crops. He used to work on nearby farms belonging to other families to earn money. He did jobs such as planting and harvesting. He said that he enjoyed this work.

Abdullah said that he left Sudan when he was 14 years old. His route to the UK took him through Chad, Libya, Malta, Italy and France. Whilst in Libya he says that he worked on a farm to earn enough money to buy passage to Malta on a small dinghy. Whilst in Malta he worked at a car wash to earn his passage to Italy. Abdullah has told his foster carers that during the sea crossings he at one point fell in and went quite deep under the water. He is now quite scared of water. His foster carers plan to try and gradually introduce him to going into water again once swimming pools re-open.

Abdullah arrived in the UK at Portsmouth on a ferry from Caen. He was placed in shared accommodation in Portsmouth over the weekend and then moved to his current foster placement.

## Background information

		Details
Student's religion declared?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Muslim
Any religious or cultural practices the student will be taking part in which may affect his/her learning? (eg fasting)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Ramadan falls in April/May this year and Abdullah may wish to fast during this period. He may also wish to celebrate Eid. A day's absence from school can be authorised for this if necessary.
Does the student have a full, broad and balanced timetable?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	To support his transition to school in the UK, Abdullah initially attended school for two hours per day. Following his PEP on 1/2/21 it was decided to increase this to attending until 1.10pm. After half of term this will be increased to full time attendance. His timetable is in the process of being decided and will hopefully include English,

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		<p>Maths, IT, Engineering and PE. Due to Covid there are some unavoidable uncertainties about what will be possible at the moment.</p>
<p>Any health or dietary needs? Any allergies?</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>No health needs. Abdullah requires a halal diet and does not eat pork products. He will bring his own food to school. If, later, he decides to have school lunches either vegetarian or fish options would be suitable.</p>
<p>Are carers aware of safeguarding risks including internet safety eg trafficking risks, risk of exposure to extremism</p>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Abdullah's foster carers and his social worker have discussed this with him using an interpreter.</p>
<p>Any concerns by carers, or any issues the school should be made aware of (eg any trauma suffered, any emotional or settling in difficulties)</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	
<p>Is the student happy at their new school?</p>	<p>Yes <input checked="" type="checkbox"/>  Yes most of the time <input type="checkbox"/>  Starting to settle in <input type="checkbox"/>  Still finds it very challenging <input type="checkbox"/>  <input type="checkbox"/></p>	<p>Abdullah told us that he is happy at school. This was confirmed by his foster carers and school staff.</p>
<p>Student's interests, hobbies, skills; anything the student enjoys at home or at school</p> <p><b>Abdullah enjoys football. Whilst in Sudan he liked working on farms and meeting up with his friends. Here in the UK he likes watching TV, computer games and taking his foster carers' dogs for a walk.</b></p>		
<p>Any additional comments</p> <p><b>Abdullah said that he is very happy in his foster placement. His carers say that he helps with household chores such as loading the dishwasher and sometimes cooks for himself.</b></p> <p><b>Abdullah's foster carers reported that he had been choosing to fast (outside of Ramadan) prior to starting school in the UK but that he now eats breakfast before going to school.</b></p> <p><b>Abdullah presents as an able young man who learns quickly. He has made very rapid progress with his English since being in the UK and I would expect his progress to continue to be very</b></p>		

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fast now that he has started school and additional support is being put in place for him. He is clearly very motivated. His foster carers report that he spends a lot of time at home studying. Prior to starting at school Abdullah received support, including online English lessons, from the Red Cross in Portsmouth. He found these sessions very helpful.

## Previous Education

Comments on any previous education, eg whether school attended or not, which subjects studied, any English studied, any gaps in education

Abdullah said that there were no government primary or secondary schools close enough to where he lived in Sudan to make it possible for him to attend. Instead, from the age of about 7 years old he attended an Islamic religious school. Here, he was taught the Koran and reading and writing in Arabic. There were no other subjects taught. He attended for about five years.

## Languages used

(including English if appropriate)

Languages (Strongest first)	Listening	Speaking	Reading	Writing	Used with whom/in what context/ any other comments
Arabic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Occasional phone contact with home, with friend in Portsmouth, literacy skills used to support learning in English
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	With foster carers and at school in UK
Maltese	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Used when living in Malta

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## Assessment of First Language Skills

## Early Indication of Skills in English

First language: Arabic	English
<p>Listening</p> <p>Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/></p>	<p>Listening</p>
<ul style="list-style-type: none"> <li>Abdullah's understands both colloquial and more formal Arabic with no difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Abdullah is able to understand simple questions and comments made to him.</li> <li>Where the language used is more complex, he can understand much of what is being said but will miss some of the detail where he lacks the necessary vocabulary.</li> </ul>
<p>Speaking</p> <p>Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/></p>	<p>Speaking</p>
<ul style="list-style-type: none"> <li>Abdullah speaks Arabic fluently and accurately.</li> <li>He has a wide vocabulary and his speech is grammatically correct.</li> <li>He speaks clearly and is easy to understand.</li> </ul>	<ul style="list-style-type: none"> <li>Abdullah is able to respond appropriately to questions and comments addressed to him.</li> <li>He is able to participate in conversation for short periods.</li> <li>His speech is clear and easy to understand.</li> <li>It contains some grammatical errors which are typical for learners of EAL</li> </ul>
<p>Reading</p> <p>Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/></p>	<p>Reading</p>
<ul style="list-style-type: none"> <li>Abdullah reads Arabic accurately and fluently.</li> <li>He has excellent comprehension skills.</li> <li>His reading skills are extremely well developed for his age - he is a very able reader.</li> </ul>	<ul style="list-style-type: none"> <li>Abdullah attempts to read very simple texts.</li> <li>He recognises a few simple words by sight</li> <li>He has some phonic knowledge and uses this to attempt unknown words but his pronunciation is often not fully comprehensible.</li> <li>This affects his comprehension of what he has read as he does not always recognise words as ones that he knows in English.</li> </ul>
<p>Writing (sample attached Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>)</p> <p>Excellent <input type="checkbox"/> Good <input checked="" type="checkbox"/> Fair <input type="checkbox"/> Basic <input type="checkbox"/></p>	<p>Writing (sample attached Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>)</p>

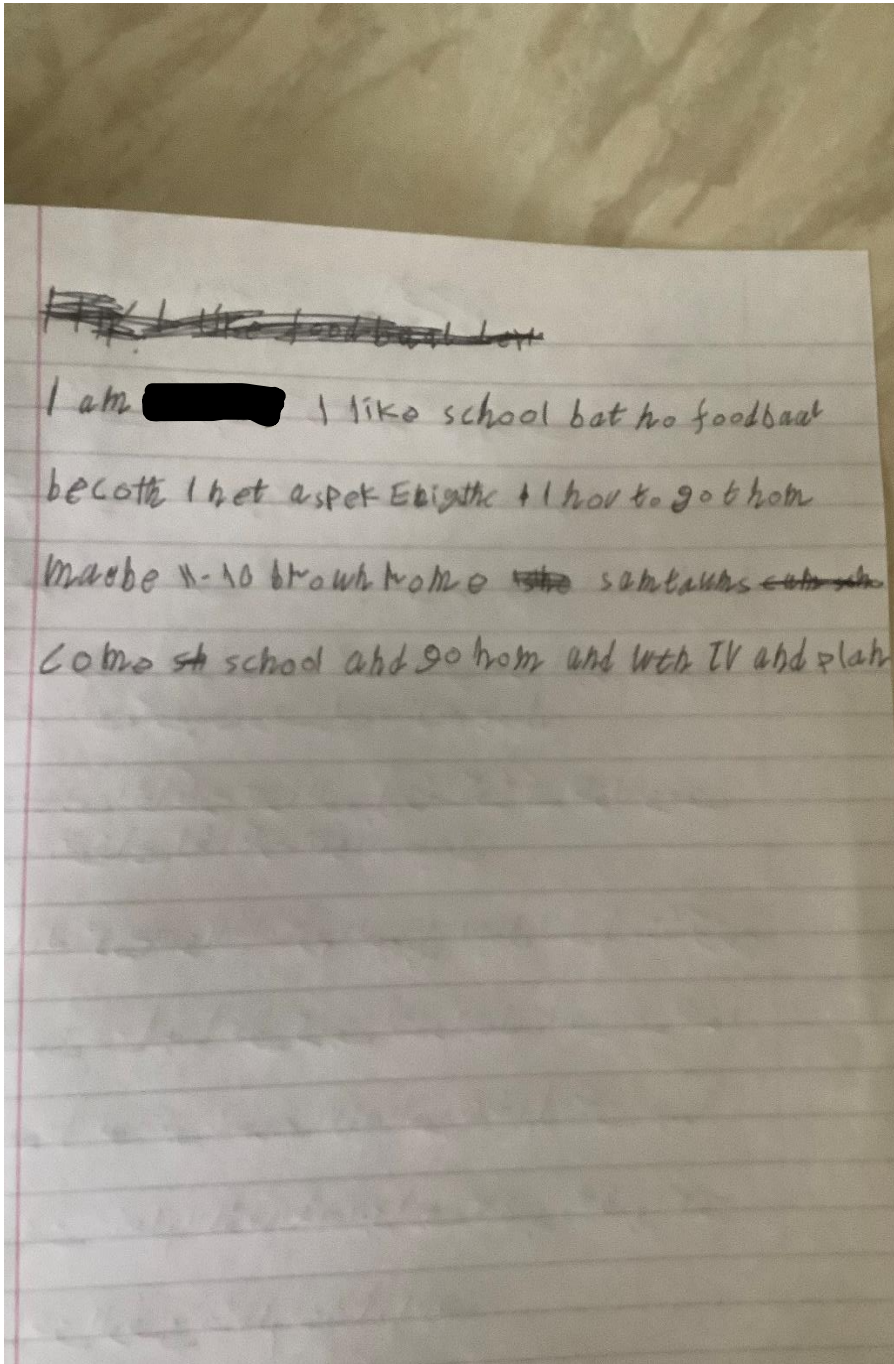
- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Abdullah writes fluently and confidently.</li> <li>• He is able to write at length, clearly developing his ideas.</li> <li>• Most of his writing is well structured.</li> <li>• He uses some more advanced vocabulary in his writing.</li> <li>• He is able to use full stops and commas accurately (note that there are no capital letters in Arabic).</li> <li>• His writing is largely grammatically accurate but there are occasional errors in more complex sentences.</li> <li>• His handwriting is correctly formed and is clear.</li> <li>• Abdullah's writing is generally around average to just above average for his age.</li> </ul> | <ul style="list-style-type: none"> <li>• Abdullah is able to attempt short pieces of writing independently but it can be difficult to understand in parts.</li> <li>• He writes in a series of sentences that are not demarked with full stops or any other form of punctuation.</li> <li>• He has some knowledge of the relationships between sounds and letters in English and attempts to use this in his writing.</li> <li>• His letters are not always correctly formed but are recognisable.</li> <li>• Considering that Abdullah has had not been taught to write in English prior to coming to the UK his current level of achievement is above what would generally be expected.</li> </ul> |
|---|--|

### Early indication of skills in English

An early indication, based on observations made by the EMTAS Specialist Teacher Advisor and information provided by school-based staff, suggests this student appears to be working within **Band A** of the DfE Proficiency Scale (he is at the top end of Band A in speaking and listening and at the lower end of the band for reading and writing).

Detailed observations of the student's use of English over time will enable a more accurate assessment to be made.

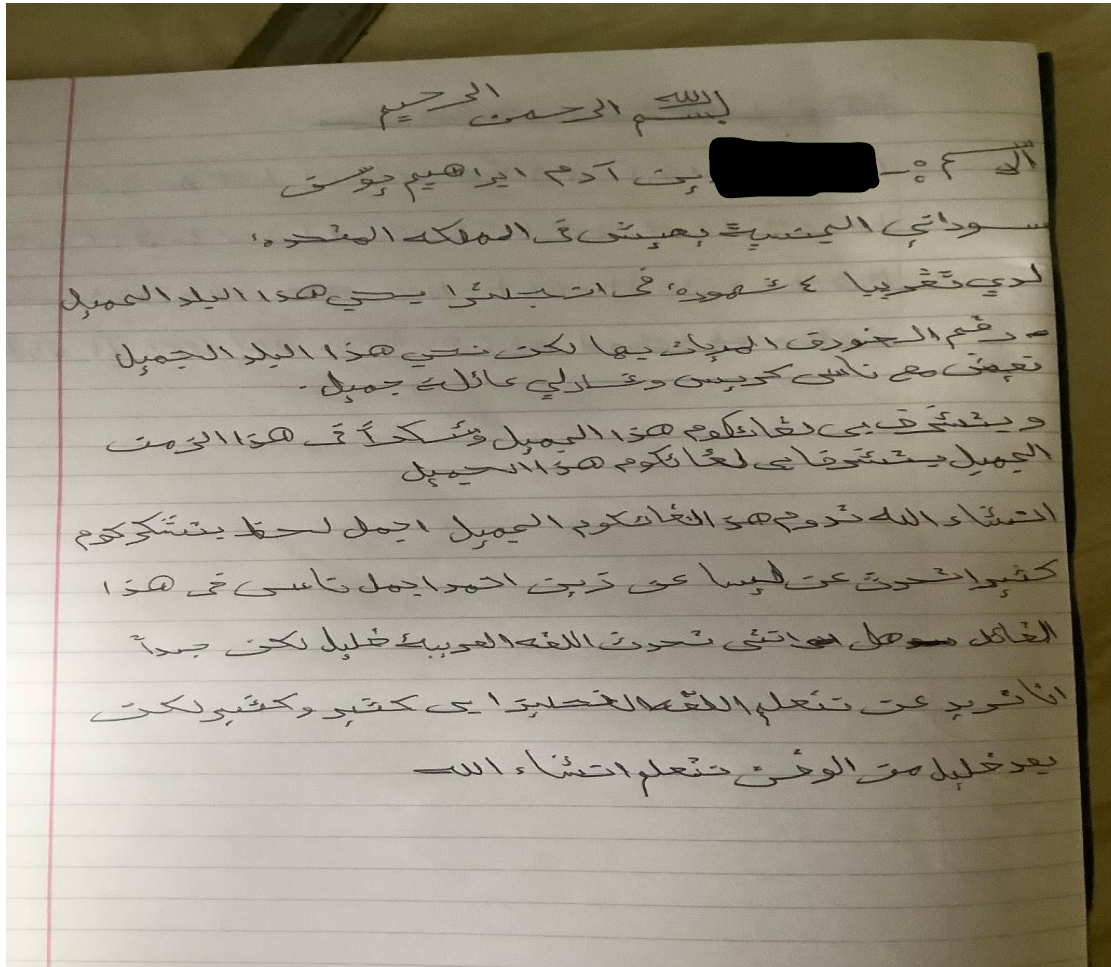
## Sample of Abdullah's writing in English



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## Sample of Abdullah's writing in Arabic



## Aspirations for the future

Abdullah has high aspirations. He stated that he would like to go to college and maybe even university one day. He is interested in studying IT and eventually gaining employment in an IT related job.

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## Recommendations for Abdullah

Support required:

Yes

No

### Type of Support:

- 1:1 support with reading
- Placement in higher sets to facilitate access to peer support
- Provision of differentiated tasks in class
- Use of ICT such as Google translate and a Reader Pen
- Careers advice
- Support with choosing a college and college course/s for next academic year

## EMTAS Services

- Access EMTAS training for teachers and whole school staff. Much of our training is free to Hampshire maintained schools, can take place in your school and can be adapted to your needs. Contact Sarah Coles to discuss your training requirements and to book a session.
- Visit our website for more information on how to support UASC learners and how to access our full range of services including the EMTAS UASC Guidance, Welcome to Hampshire booklet (in English with audio) and in Pashto, Arabic and Farsi, EMTAS guidance for late-arriving students, EMTAS Young Interpreter Scheme, Phone lines in different languages, EAL/SEND advice, e-learning and borrowing resources.
- Further guidance on various aspects of EAL good practice can be found in the EMTAS Guidance Library.

## Academic

- Abdullah would benefit from reading regularly to either an adult or a supportive peer. Sessions should be short (15 minutes) initially and occur as frequently as is practical – daily if possible. When he mispronounces words these should be modelled correctly for him. The content of the reading should also be discussed and any new vocabulary explained.
- He will need some reading books/other materials that are aimed at older learners with lower reading ages (fiction or non-fiction). Materials with illustrations would aid his understanding. Try and source books that use straightforward language and have content that would be familiar to him as a young person with limited experience of life in the UK. As his reading skills improve, he will require access to gradually more difficult texts.
- At the moment, Abdullah will require support to access texts used in school. This could be achieved by using ICT in the form of a Reading Pen. Details of this have been passed to the Virtual School and to A Secondary School. The free trial available could be used to check that Abdullah finds this useful before purchasing.
- Once lockdown has ended and lessons are taking place more normally in school again, Abdullah would be best supported by being in class with his peers for most of the time. Any withdrawal sessions, eg for reading practice, should be short and time limited.
- He should be placed in higher ability groups, where used, so that he has access to good models of English from his peers.
- Liaise with Abdullah's chosen college during the summer term to advise him being entered for a GCSE in Arabic next academic year (currently he does not have sufficient reading skills in English to be able to access the paper). EMTAS support for exam preparation and the conducting of the speaking part of the exam can be bought in.

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- Abdullah would benefit from receiving some careers advice as soon as is practicable so that he can make informed decisions about his future. He is likely to require additional explanation about the options available to him. Some options will depend on the outcome of his asylum claim so this may need to be talked through with him.

#### Social/Cultural

- Consider providing Abdullah with buddies once all students have returned to school.
- Explore whether there are any after school or lunch time clubs that Abdullah may be interested in joining – possibly a football club if available, once these are running again.
- Be aware that Abdullah is likely to wish to fast during Ramadan and may appreciate the offer of a room in which to pray at break/lunch times for this period.

#### Carer Engagement

- Abdullah has extremely supportive foster carers. Ensure there is regular liaison with them and that they are provided with details of work being covered in class so that they can help Abdullah at home. If topics or texts are sent home in advance, they would be able to talk them through with him and discuss any unknown vocabulary, as well as support him with written work.
- Provide reading books for Abdullah to read to his foster carers at home.
- If Covid regulations allow, during the summer term arrange for Abdullah to visit local colleges/his chosen college in person.

## Preliminary assessment of skills in English

If the student is receiving EMTAS in-class support, evidence will be gathered of their skills in English in Listening, Speaking, Reading & Viewing and Writing during profiling and support. This will be done in liaison with subject teachers, the EAL Coordinator and any additional adults who work with the child. Observations will be collected in the EMTAS Communication Folder.

At the end of profiling and support, a best-fit baseline will be established based on the observations collected through the period of support and using the [Bell Foundation EAL Assessment Framework](#)

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## DfE Proficiency Scale for early indication of a student's skills in English only (not suitable for tracking progress)

Code	Description
<b>A</b>	<p><b>New to English</b></p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
<b>B</b>	<p><b>Early acquisition</b></p> <p>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
<b>C</b>	<p><b>Developing competence</b></p> <p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
<b>D</b>	<p><b>Competent</b></p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
<b>E</b>	<p><b>Fluent</b></p> <p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>

To access the full Bell Foundation EAL Assessment Framework used to assess this student's skills in English, click [here](#).

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# Appendix E: KS4 PEP with guidance notes

## My Personal Education Plan & Reviews



### Key Stage 4

On completion, please email to : [HCC ePEP Mailbox](#)

<b>Document Type:</b>	Choose an item.
<b>Meeting Date:</b>	Click here to enter a date.
<b>School Name:</b>	Click here to enter text.
<b>Date of enrolment</b>	Click here to enter a date.
<b>County or HCC District:</b>	Click here to enter text.

<b>Section 1 below can be completed without the child/young person present (possibly in advance)</b>		<b>see the “Master” guidance</b>
<b>My Surname is:</b> Click here to enter text.	<b>My First name is:</b> Click here to enter text.	
<b>I am also known as:</b> Click here to enter text.	<b>I am in Year:</b> Choose an item.	
<b>The date I was born is:</b> Click here to enter a date.	<b>My Ethnicity is:</b> Choose an item.	
<b>EAL:</b> Choose an item.	<b>UASC:</b> Choose an item.	<b>My Swift ID is:</b> Click here to enter text.
<b>My first language is<sup>1</sup>:</b> Click here to enter text.		
<b>Date of this initial PEP (when I started this school/setting):</b> Click here to enter a date.	<b>My Annual review date is:</b> Click here to enter a date.	

<sup>1</sup> Record first language proficiency in reading, writing, speaking and listening  
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**Dates of my termly reviews are on the dates below:**

Click here to enter a date.

Click here to enter a date.

**My 6 Month CLA review date:**

Click here to enter a date.

**My Statutory Care Review date:**

Click here to enter a date.

**My “other” education setting(s):**

Click here to enter text.

**Date I started my “other” education setting(s):**

Click here to enter a date.

<b>Essential Information about me from my social worker</b>		<b>see the “Master” guidance</b>
My current care episode began on:	Click here to enter a date.	
The number of previous care episodes I have had is:	Click here to enter text.	
My current legal status is:	Choose an item.	
My Independent Reviewing Officer (IRO) is:	Click here to enter text.	
The person who holds parental responsibility for me is:	Click here to enter text.	
My current placement type is:	Choose an item.	
The number of social workers I have had in this care episode is:	Click here to enter text.	
My specific cultural & religious requirements are:	Click here to enter text.	
My past and current health concerns are:	Click here to enter text.	

<b>Strengths and Difficulties Questionnaire (SDQ) to be initiated annually by social worker</b>		<b>see the “Master” guidance</b>
Latest SDQ Score:	Choose an item.	
Latest SDQ Date:	Click here to enter a date.	
Next SDQ Review Date:	Click here to enter a date.	

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My Designated Teacher knows the reasons for me coming into care:	Choose an item.
My Designated Teacher has seen a copy of the full Care Plan:	Choose an item.
My social worker has shared information with my Designated Teacher so that they understand how my experiences coming into care may impact on my readiness to learn and my possible behaviours or actions:	Choose an item.

<b>Summary of my care plan. My social worker <u>must add detail</u> related to my history that will support the school and other agencies in fully understanding my past &amp; meeting my needs</b>	<b>see the “Master” guidance</b>
---	----------------------------------

Enter key points from the care plan **that will impact on my education.**

**Could include:**

- **Permanency**
- **Stability**
- **0-5 development**
- **Understanding & experience of relationships both peer and adult**
- **Cultural, social, emotional, cognitive**
- **Engagement in education to date, attendance and factors impacting on my attendance, current reasons for any absence or lateness**
- **Current issues or religious observances which should be considered**

[Click here to enter text.](#)

**My Strengths to date are<sup>2</sup>:**

[Click here to enter text.](#)

**Updates on the above from Social Worker for this review are:** [Click here to enter a date.](#)

[Click here to enter text.](#)

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<sup>2</sup> An interpreter may be needed to establish the child/young person’s views and/or the child/young person may prefer to write in their own language. Please also consider different cultural attitudes towards identifying own strengths and talents.

**Social worker & Designated Teacher complete the PEP at the PEP meeting.** Please keep original PEP in school and send copies to children’s social worker admin, before the Care review date. Social care will place all PEPs on ICS. The **PEP is part of the care plan.**

Section 2 All of section 2 pages should be completed with the young person involved, and wherever possible in attendance at the meeting			see the “Master” guidance
PEOPLE INVOLVED <sup>3</sup> IN MY PEP (THOSE WHO MUST ATTEND ARE IN BOLD)			
Person	Name (& Contact Details) Email address must be a confidential entrusted email. Designated Teachers should not provide personal emails	Telephone Number or email	Present
Me			Choose an item.
Parent (if appropriate)	Click here to enter text.	Click here to enter text.	Choose an item.
<b>Foster Carer</b>	Click here to enter text.	Click here to enter text.	Choose an item.
<b>Social Worker</b>	Click here to enter text.	Click here to enter text.	Choose an item.
<b>Designated Teacher</b>	Click here to enter text.	Click here to enter text.	Choose an item.
School Based Key Adult	Click here to enter text.	Click here to enter text.	Choose an item.
Class Teacher	Click here to enter text.	Click here to enter text.	Choose an item.
ELSA	Click here to enter text.	Click here to enter text.	Choose an item.
Other agencies	Click here to enter text.	Click here to enter text.	Choose an item.
Children’s Home Worker	Click here to enter text.	Click here to enter text.	Choose an item.
Virtual School Officer	Click here to enter text.	Click here to enter text.	Choose an item.

<sup>3</sup> For some children/young people, consideration should be given to the gender of key people who will be working with them, including the gender of the interpreter, where one is needed. In many circumstances, key workers of the same gender as the child/young person would be most appropriate.

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<b>Contacts and Permissions</b>		<b>see the “Master” guidance</b>
Please name anyone for whom contact with me is prohibited <sup>4</sup> and what position school should take if contacted by this person.	Click here to enter text.	
Who will school ring in an emergency?	Click here to enter text.	
Who will school send important letters and my school reports to?	Click here to enter text.	
Who will attend any school based meetings such as my progress meetings?	Click here to enter text.	
Who will come to my school events?	Click here to enter text.	
Who will authorise photographs of me?	Click here to enter text.	

<b>Who will say I can go on school trips<sup>5</sup>?</b>		<b>see the “Master” guidance</b>
Local	Click here to enter text.	
Trips by coach/train/other transport	Click here to enter text.	
Overnight	Click here to enter text.	
Residential	Click here to enter text.	
Out of county/country <sup>6</sup>	Click here to enter text.	

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<sup>4</sup> For trafficked children/young people, especially those from Vietnam, particular care should be taken when selecting an interpreter to avoid possible links with trafficking gangs

<sup>5</sup> For trafficked children/young people, particular care needs to be taken when deciding whether or not it is safe for them to participate in school trips. In some cases, if additional support is provided it may enable the child/young person to go a school trip safely but in others, the risk may still be deemed to be too great.

<sup>6</sup> UASC are unlikely to have the necessary travel documents for them to go on trips abroad. If they do have travel documents they will need a visa for such a school trip.

<b>Section 2b Should be completed with young person in the meeting except when it is an Initial PEP or Annual Review</b>		<b>see the “Master” guidance</b>
<b>Things that have changed in my life since my last Choose an item.</b> Designated Teacher to have gained and input information from the social worker if he/she is not attending		
<b>Change</b> (Reassess needs and barriers to learning and progress as required:	<b>Explanation/ Details</b>	
Click here to enter text.	Click here to enter text.	
<b>Review of Previous PEP Targets:</b>		<b>see the “Master” guidance</b>
<b>Where I was:</b>		<b>Where I am now:</b>
1. Click here to enter text.	1. Click here to enter text.	
2. Click here to enter text.	2. Click here to enter text.	
3. Click here to enter text.	3. Click here to enter text.	
4. Click here to enter text.	4. Click here to enter text.	

<b>Section 2c</b> The table below can be completed without the child/young person present (possibly in advance) but should be discussed/ shared with them in the PEP meeting			see the “Master” guidance
<b>My Education: Academic Attainment Information<sup>7</sup> from my Designated Teacher</b>			
<b>Assessment Point - Year Group :</b>		Choose an item.	
<b>Assessment Point – Term :</b> <b>*Please select “Mock Exam” for Yr11 Spring PEP and enter results in the ‘Current’ column</b>		Choose an item.	
<b>Qualification Type</b>	<b>Qualification Subject:</b>	<b>*Current Grade/Number/Level</b>	<b>Predicted Grade/Number/Level</b>
1. Choose an item. Click here to enter text.	Click here to enter text.	Choose an item. Click here to enter text.	Choose an item. Click here to enter text.
2. Choose an item. Click here to enter text.	Click here to enter text.	Choose an item. Click here to enter text.	Choose an item. Click here to enter text.
3. Choose an item. Click here to enter text.	Click here to enter text.	Choose an item. Click here to enter text.	Choose an item. Click here to enter text.
4. Choose an item. Click here to enter text.	Click here to enter text.	Choose an item. Click here to enter text.	Choose an item. Click here to enter text.
5. Choose an item. Click here to enter text.	Click here to enter text.	Choose an item. Click here to enter text.	Choose an item. Click here to enter text.
6. Choose an item. Click here to enter text.	Click here to enter text.	Choose an item. Click here to enter text.	Choose an item. Click here to enter text.
7. Choose an item. Click here to enter text.	Click here to enter text.	Choose an item. Click here to enter text.	Choose an item. Click here to enter text.
8. Choose an item. Click here to enter text.	Click here to enter text.	Choose an item. Click here to enter text.	Choose an item. Click here to enter text.
9. Choose an item. Click here to enter text.	Click here to enter text.	Choose an item. Click here to enter text.	Choose an item. Click here to enter text.
10. Choose an item. Click here to enter text.	Click here to enter text.	Choose an item. Click here to enter text.	Choose an item. Click here to enter text.
11. Choose an item.	Click here to enter text.	Choose an item.	Choose an item.

<sup>7</sup> UASC may not have any prior attainment data. See Assessment section in this document for information on how to fully assess on entry and compile a profile report and baseline for their English language development. Make sure the profile is appended to the PEP or cut and pasted onto the PEP, referenced in this section.

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Click here to enter text.		Click here to enter text.	Click here to enter text.
12. Choose an item. Click here to enter text.	Click here to enter text.	Choose an item. Click here to enter text.	Choose an item. Click here to enter text.
<b>* If not on track for predicted KS4 results the action plan section at the end of the PEP document must show how this will be addressed</b>			

<b>KS3 Historic Attainment Data<sup>8</sup></b>					
<b>My Academic Progress</b>	<b>English Lit</b>	<b>English Lang</b>	<b>Maths</b>	<b>APS</b>	<b>Progress 8</b>
<b>End of key stage</b>	Choose an item.	Choose an item.	Choose an item.	Click here to enter text.	Click here to enter text.
<b>If did not attain ARE at end of KS3 or currently in KS4 how is catch up money being used to bring me to this level or above?</b>					
Click here to enter text.					
<b>Schools may wish to add their <u>own assessment data</u> below</b>					
Click here to enter text.					
<b>KS2 Historic Attainment Data</b>					
<b>My Academic Progress</b>	<b>Speaking &amp; Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	
<b>Achieved</b>	Choose an item.	Choose an item.	Choose an item. item.	Choose an item.	

<sup>8</sup> See footnote 23

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<b>Section 2d below can be completed without the child/young person present (possibly in advance) and discussed/ shared with them in the PEP meeting.</b>		<b>see the “Master” guidance</b>
<b>At my Initial PEP my attendance % coming into care was:</b> Click here to enter text.	<b>Factors affecting my attendance and punctuality are:</b> Click here to enter text.	<b>No of exclusions (if any)</b> Click here to enter text. <b>Total no of days missed</b> Click here to enter text.
<b>My current attendance % is:</b> Click here to enter text.	<b>Current reasons for absence are:</b> Click here to enter text.	<b>Current reasons for any exclusions are:</b> Click here to enter text.
<b>Do I have any other personal plans i.e. IEP, BSP?</b> Choose an item.	<b>If YES state what:</b> Click here to enter text.	<b>Copy attached?</b> Choose an item.
<b>My current SEN staus is:</b> Choose an item.	<b>Aspects of EHC plan to be addressed in my targets and interventions are:</b> Click here to enter text.	

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<b>Comments from my education settings relating to:</b>	<b>see the “Master” guidance</b>
<b>My Strengths</b> Click here to enter text.	
<b>Areas for Development</b> Click here to enter text.	

<b>Barriers to Learning<sup>9</sup> (informed by PEP Needs Analysis &amp; PEP Toolkit)</b>		<b>see the “Master” guidance</b>
<i>The Hampshire PEP Toolkit reminds us that behaviour is NOT an area of need, simply a way of communicating an underlying unmet need or an area of difficulty. Use this and other needs analysis tool to complete the section below:</i>		
<b>Area of Need</b>	<b>Is a primary area of unmet needs</b>	<b>Possible interventions and actions required<sup>10</sup></b>
Adult relationships	Choose an item.	Click here to enter text.
Peer relationships	Choose an item.	Click here to enter text.
Self regulation	Choose an item.	Click here to enter text.
Executive functioning	Choose an item.	Click here to enter text.
Motivation & locus of control	Choose an item.	Click here to enter text.
Sense of self	Choose an item.	Click here to enter text.
Language development	Choose an item.	Click here to enter text.
<b>Other possible areas of need</b>	<b>Is a primary area of unmet needs</b>	<b>Possible interventions and actions required</b>
Sense of belonging related to permanence and stability	Choose an item.	Click here to enter text.
Cultural	Choose an item.	Click here to enter text.
Other (could be related to reasons for coming into care) Click here to enter text.	Choose an item.	Click here to enter text.

<sup>9</sup> Note that having English as an additional language is not a barrier to learning and that children/young people do not need to learn English before they can learn other subjects.

<sup>10</sup> UASC do not need separate English lessons away from their peers. Students for whom English is an additional language learn best when they are educated alongside their peers with appropriate EAL support. UASC have a right to access the full range of curriculum subjects and should have a full timetable. Interventions aimed at children/young people with SEND are not usually appropriate and neither is deceleration (back-yearing). Withdrawal interventions should be kept to a minimum should be for specific focuses and should be short-term. For further information please refer to the Hampshire EMTAS website or contact Hampshire EMTAS or your local LA provision.

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<b>Section 3a: My Voice Write all about me<sup>11</sup>.</b> <b>These are key points that I would like to share to inform the meeting and my action plan. They can be typed in for me after our discussion. Any drawings or photos can be added as an attachment</b>		<b>see the “Master” guidance</b>
<b>My Skills, Strengths, Qualities are...</b>	Click here to enter text.	
<b>What is going well in school...</b>	Click here to enter text.	
<b>I would like help in school with...</b>	Click here to enter text.	
<b>In my own time I enjoy...</b>	Click here to enter text.	
<b>The jobs and careers I am interested in are...</b>	Click here to enter text.	
<b>How I am exploring future career options...</b>	Click here to enter text.	

<sup>11</sup> See footnote 18

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<b>What (if anything) do I need to get on track, maintain or exceed my target grades...</b>	Click here to enter text.
<b>At the end of year 11 I would like support in...</b>	Click here to enter text.

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<b>Section 3b - Destination Planning : How I am being, or will be supported, in arranging my participation post 16</b>		<b>see the “Master” guidance</b>
Click here to enter text.		
<b>Year 10: Post 16 destination planning<sup>12</sup>:</b>		
<b>What support will I receive in Year 10 from a Careers Advisor<sup>13</sup>:</b>		
Click here to enter text.		
<b>When will my Careers Interview be?</b>	<b>What work experience am I interested in?</b>	
Click here to enter a date.	Click here to enter text.	
<b>If the school organises work experience when will this be and what support do I want to help me set up a work experience placement?</b>		
Click here to enter text.		
<b>I would like my careers advisor to be invited to attend my PEP meetings in Year 11 so they can advise and support me in getting my post 16 choice?</b>		
Choose an item.		
<b>What support will I need in choosing and reaching my post 16 choice from...</b>		
<b>School:</b>		
Click here to enter text.		
<b>Carer :</b>		
Click here to enter text.		
<b>Social Worker :</b>		
Click here to enter text.		
<b>Year 11: Post 16 destination planning (N.B Only complete this section when the young person is in Year 11)</b>		
<b>What further support do I need from a Careers Advisor:</b>		
Click here to enter text.		
<b>What colleges, work, or apprenticeships have I applied for to date?</b>	<b>What work experience do I have to date?</b>	
Click here to enter text.	Click here to enter text.	
<b>I am aware of the scholarships and bursaries I am entitled to?</b>		
Choose an item.		
<b>To apply for a bursary I am aware I would need my post 16 destination to know I am in care or a recent care leaver?</b>	<b>I would like help in talking to my post 16 destination about my care status from:</b>	
Choose an item.	Click here to enter text.	

<sup>12</sup> UASCs may need additional support to understand what type of jobs/careers may be available to them in the future and may also need additional guidance to understand how they can find out more and who could help them. They may need to make two plans for two eventualities longer term; either jobs/careers within the U.K. if their asylum application is successful or those available back in country of origin if not. The types of opportunities available to them may be different in each scenario.

<sup>13</sup> An interpreter may be needed for careers interviews.

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**Further support I need to choose and/or reaching my post 16 choice is:**

Click here to enter text.

**I would like my careers advisor to be invited to attend my PEP meetings in Year 11 so they can advise and support me in getting my post 16 choice?**

Choose an item.

**If I am attending college I would like the Designated Teacher from the college to be invited to my final PEP meeting in the summer term so I can discuss starting at College in the meeting?**

Choose an item.

**To help me prepare for, and sit my Yr 11 exams I would like the following support from ?**

**School:**

Click here to enter text.

**Carer :**

Click here to enter text.

**Social Worker :**

Click here to enter text.

**What (if any) exam concessions are in place? *Such as where the young person will sit their exams, scribes etc***

Click here to enter text.

**On exam results day I would like to collect them from and with:**

Click here to enter text.

**Further advice and support on results day is available to me from:**

Click here to enter text.

**After my Yr 11 exams are finished in June and work, college or my apprenticeship starts I would like to<sup>14</sup>:**

Click here to enter text.

*Possibly discuss work experience, summer schemes run by Universities, hobbies, participation events such as sailing courses, Duke of Edinburgh, volunteer programmes etc*

**My Pathway Plan:**

**I have a pathway plan in place**

Choose an item.

**If no when will this be scheduled?:**

Click here to enter a date.

**My Personal Advisor's name :**

Click here to enter text.

**and contact details are:**

Click here to enter text.

<sup>14</sup> UASCs may need additional explanation around what is potentially available to them as they may not be aware of what is available in the U.K. and may not be familiar with schemes such as the Duke of Edinburgh Awards scheme. Ethnic Minority and Traveller Achievement Service, Dame Mary Fagan House, Chineham Court, Lutyens Close, Basingstoke, RG24 8AG Tel: 03707 794222

**If I am going on to College I would like to continue to have PEP meetings:**

Click here to enter text.

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**Section 3c can be sent out in advance of the PEP to enable parent/carers to prepare for the PEP meeting**

**see the “Master”  
guidance**

**What my Carer/Parent/Guardian thinks<sup>15</sup>:**

**What will help me to build on my strengths, do my best and be my best?**

**As a carer you may want to consider:**

Is your young person keen to come to school, have a good relationship with staff and their peers? Do you think they are confident to ask questions or talk to their teacher about their learning? What is your experience of them completing homework and do you feel confident enough to support them completing it? Do you feel they are keen to take part in school trips, clubs etc and have they shared with you any particular anxieties, worries or concerns?

**As a carer you can either:**

Send in your own words so that the school and social worker will paste into this section of the PEP, **or** share your thoughts at the meeting and the Designated Teacher will record the main points in this section.

***What are the key priorities for the parent/carers for this meeting and the action plan:***

1. Click here to enter text.
2. Click here to enter text.
3. Click here to enter text.

---

<sup>15</sup> Carers may need to consider non-verbal indicators where they do not share the child/young person’s language. They may also request an interpreter so that the areas above can be discussed prior to the PEP. Carers may also wish to consider any cultural, religious or health issues which may impact on the young person’s access to and engagement with education.

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**Section 3d Action Plan: My Targets (SMART) – Specific, Measureable, Achievable, Realistic, Time related.**  
**They must link to young person’s comments, parent/carer actions, needs analysis & attainment and progress & should be written up by Designated Teacher as an outcome of discussion at the meeting**

**see the “Master” guidance**

## My Choose an item. PEP Action Plan.

**N.B Targets set at an initial PEP may not always be focussed on attainment, particularly if there has been a change to school or family placement. The targets should be about the needs of the child so they are secure and ready to learn**

<b>My Targets<sup>16</sup></b> <i>Should cover:</i> Curriculum Personal/Social/Emotional needs Learning Behaviours Wider community & engagement	<b>What will I do?</b>	<b>Who will help me, how and when?</b>	<b>How will we know when I have achieved my target?</b> <i>These should include aspirational quantitative measures as well as qualitative statements</i>	<b>How will additional funding be used to support this?</b> <i>There is accountability for PP spend at school &amp; LA levels please provide detail</i>	<b>Review Date</b>
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter a date.

<sup>16</sup> Targets will be informed by the profile of the child/young person (see page 18) and are likely to encompass areas of language learning, social/emotional and stability needs.

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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter a date.
<b>Interventions<sup>17</sup> (in class and out) that will help me with my targets</b>					
Click here to enter text.					

## My Year 11 to Post 16 Transition Plan.

The actions agreed should be around 1) the advice and support I would like through revision and sitting Year 11 exams; 2) plans from June to when work, the apprenticeship or college starts 3) support I would like in place at work or college so I am confident to start.

<b>The outcomes I want<sup>18</sup>:</b>	<b>What will I do?</b>	<b>Who will help me, how and when?</b>	<b>How will we know when I have achieved my target?</b>	<b>How will additional funding be used to support this?</b>	<b>Review Date</b>
<ul style="list-style-type: none"> <li>1. These should focus on: exam outcomes</li> <li>2. support during the summer with work experience, wider participation and relaxation</li> <li>3. Starting College, work or my apprenticeship</li> </ul>			<p>These should include aspirational <u>quantitative</u> measures as well as <u>qualitative</u> statements</p>	<p>There is accountability for PP spend at school &amp; LA levels please provide detail</p>	

<sup>17</sup> See footnote 26

<sup>18</sup> Note that some UASC may not be sitting exams in Year 11 if they have very recently arrived in the U.K. Outcomes could instead focus on English language acquisition, perhaps including access to ESOL courses and qualifications either during term time or over the summer period. Some may need additional support with finding out what other opportunities are available to them in the U.K. in terms of leisure activities, opportunities to make friends etc.

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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter a date.
<b>Interventions<sup>19</sup> (in class and out) that will help me with my targets</b>					
Click here to enter text.					

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<sup>19</sup> See footnote 26

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**Section 4: My School's summary of how funding has been used to meet my needs - with breakdown of costs and evaluation of impact**

**see the "Master" guidance**

Amount of funding available (per financial year)		Pupil Premium:		£ 1400 (September 2016)
		Dedicated School Grant:		£ 1987
		Total:		£ 3387
Learning barriers Identified <sup>20</sup>	Intervention identified <sup>21</sup>	Cost (£)		What changes are you expecting to see
		PPG	DSG	
Click here to enter text.	Choose an item. Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Choose an item. Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Choose an item. Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Click here to enter text.	Choose an item. Click here to enter text.	Click here to	Click here to	Click here to enter text.

<sup>20</sup> See footnote 25

<sup>21</sup> See footnote 26

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		enter text.	enter text.	
Click here to enter text.	Choose an item. Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Learning barriers Identified	Intervention identified	Cost (£)		What changes are you expecting to see
		PPG	DSG	
Click here to enter text.	Choose an item. Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Click here to enter text.	Choose an item. Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Cost of interventions by funding stream this financial year</b>				
		PPG	DSG	
		Click here to	Click here to	

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	<b>Total</b>		
	Click here to enter text.		

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# Appendix F: The DfE EAL Proficiency in English Scale

DfE EAL Proficiency Scale Code	Description
<b>A</b>	<p><b>New to English</b>            May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
<b>B</b>	<p><b>Early acquisition</b>            May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
<b>C</b>	<p><b>Developing competence</b>            May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require on-going support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
<b>D</b>	<p><b>Competent</b>            Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</p>
<b>E</b>	<p><b>Fluent</b>            Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>

# Glossary

**Appeal** – a legal challenge to a refusal of refugee status.

**Asylum Seeker** – a person who has fled from his or her home country in search of safety, and has applied for political asylum in another country.

**Bilingual student** – a student who has access to, or needs to use two or more languages at home and school. It does not imply fluency in the languages and includes students who are beginning to learn English.

**Deportation** – sending people to live in another place against their will.

**Detention** – imprisoning people who have not yet been charged or convicted of an offence. Asylum-seekers are sometimes held in detention in Britain.

**DL** – Discretionary Leave - a new status introduced in the Nationality, Immigration and Asylum Act (2002). Along with Humanitarian Protection (HP) replaces ELR. Status is 'time limited' and 'actively reviewed'. May be given to an unaccompanied asylum seeking child.

**EAL** – English as an Additional Language.

**Ethnic Minority** -a group of people who share a distinctive culture, usually different from the culture of the majority of people.

**ELR** – Exceptional Leave to Remain. This was an immigration status granted at the discretion of the Home Secretary, for 'humanitarian or administrative reasons'. Many asylum-seekers are now granted ELR instead of full refugee status. ELR does not afford the same rights as refugee status. It is sometimes important to distinguish between those with full refugee status and ELR – for example when describing rights to grants for higher education. Replaced by HP and DL.

**Family tracing** – a search for a lost member of a family, who may have been separated during war.

**Home Office** – the section of the British government which is responsible for asylum-seekers and refugees. The Immigration and Nationality Department is part of the Home Office and is responsible for examining the applications of asylum-seekers.

**HP** – Humanitarian Protection – a new status introduced in the Nationality, Immigration and Asylum Act (2002). Along with Discretionary Leave (DL) replaces ELR. Status is 'time limited' and 'actively reviewed'. Granted if the removal of asylum seeker to their place of origin would place them 'at serious risk to life or person'.

**Human right** – a universal right to which everyone is entitled, for example the right to clean water, shelter and free speech.

**Human rights abuse** – an incident where someone has lost a human right, such as the right to life or freedom of speech. Human rights abuses cause refugees to flee.

**Immigrant** – someone who has entered a new country to settle.

**Internally displaced persons** – people who have fled their home in refugee-like circumstances but have not crossed an international border. Statistics for internally displaced persons can be difficult to estimate.

**Lobby** – working to change the opinion of people who hold power.

**Migration** – the permanent movement of people from one place to another.

**Persecution** – being unjustly harassed, threatened with death or imprisonment, usually for political or religious reasons, or ethnic identity.

**Political asylum** – the process of applying for refugee status in another country.

**Prejudice** – negative or unfavourable feelings about a group of people, not based on knowledge or fact.

**Pressure group** – an organisation that works to defend the interests of its members, or to campaign for a certain cause, for example, human rights.

**Racism** – when people are treated differently because they belong to a particular ethnic group.

**Reconstruction** – rebuilding; before refugees are to return home there may be a need for reconstruction, to mend homes and public buildings destroyed by war.

**Refoulement** – where an asylum-seeker or refugee is forcibly returned to the country where he or she has fled.

**Refugee** – a person who has been given full refugee status, according to the provisions of the 1951 UN Convention and 1967 UN Protocol Relating to the Status of Refugees, after having been judged to have fled from his or her home country, or be unable to return to it 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion'.

**Repatriation** – returning a person to his or her home country. People can be forced to go against their will; this is 'forcible repatriation', or they can go voluntarily.

**Stereotype** – an oversimplified and inaccurate idea about a particular group. Stereotypes are not based on fact and are often insulting.

**Torture** – a deliberate way of inflicting pain on another person.

**Travel documents** – passports and visas.

**UK Visas and Immigration**– the Home Office Department that deals with permission to enter the country.

**Unaccompanied refugee child** – a refugee child who has lost his or her parents or usual carers or has become separated from them.

**UNHCR** – The United Nations High Commissioner for Refugees. This is the UN organisation responsible for giving legal protection to asylum-seekers and refugees and co-ordinating settlement and relief.

**Visa** - a stamp on a passport that allows a person to enter a particular country.

Under the United Nations Convention on the Rights of the Child (UNCRC), every child has the right to:

- Say what they think should happen and have their opinions taken into account when adults are making decisions that affect them. (Article 12)
- Extra protection if they are refugees or asylum seekers. (Article 22)
- An education that prepares him or her for an active adult life in a free society. (Article 28)
- The opportunity to enjoy his or her culture, profess his or her religion, use his or her language. (Article 30)
- An education that develops his or her personality, talents and mental and physical abilities to the fullest and that fosters respect for his or her own family, cultural identity and language, for his or her country and for the natural environment. (Article 29)

United Nations Convention on the Rights of the Child (1989)

# Contact Us

Please get in touch with us if you would like to know more about our range of services or to discuss how **EMTAS** can work with your school to achieve improved outcomes for your **BME, EAL** and **GRT** pupils.

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