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Working with interpreters

Admission and induction

Before the initial interview
- Find information about the UK education system to give to the pupil/carer/family (EMAS has examples of these in many languages) and any school-specific information (see below)
- Arrange for an interpreter (or EMAS BLA) to support your initial interview if necessary
- Consider who is the best person to conduct the interview - it may not be the person who usually does this. Consider asking the key contact for the new pupil or the EMA Co-ordinator
- Consider the information you will need to collect (EMAS has a general proforma)
- Remember you will need to ask about:
  -dietary, religious and health requirements
  -whether the pupil is registered with a GP
  -previous educational experiences
- Consider where the pupil will be best placed, especially if arriving in KS4

The initial visit
- Allow a lot more time than you normally would - interpreting everything takes time
- Show the pupil around the school, explaining any new curriculum subjects and/or potential differences in teaching. Photos of key staff are useful if introductions are impossible
- Ensure arrangements for food and breaks are clearly explained. Explain how to choose halal or other food requirements if necessary. Point out toilets. Is a prayer room required?
- Ensure fire safety procedures are clearly explained
- Arrange to give the pupil a map of the local area, a plan of the school, their tutor's name written down for them and a timetable, when this has been negotiated
- Find out if the pupil knows how to get to and from school (routes, buses etc.) and support if necessary
- Ensure uniform and equipment requirements are clearly explained
- Discuss opportunities for free school meals, travel and uniform grants with carer/family
- Find out about the pupil's hobbies and interests and see if these can be supported in school through the curriculum, clubs or signposting. Consider career aspirations when finalising timetables
- Share school expectations around attendance, sickness, homework etc.
- Agree a start date a few days after the initial meeting so you can make preparations

For the first day
- Ensure the tutor group is ready to welcome the new pupil. Ensure the tutor knows how to say their name correctly. Consider pupils and tutor learning how to say hello in the pupil's first language
- Appoint a sensible 'buddy' or mentor to support the pupil. Arrange for them to meet outside classrooms at each changeover and ask the buddy to introduce the pupil to his new teachers, support with lunch, show toilets etc. Brief the buddy and consider having more than one to avoid over-burdening them. If possible, use someone who speaks the same language as the new pupil
- Inform all teachers about their new pupil and share some background information
- Consider if there is an opportunity for some small group work, withdrawal etc. for the first few days if necessary to allow the pupil time to settle in without being overwhelmed
- Arrange for an interpreter (or EMAS BLA) to support in class
- Ensure pupil has a bilingual dictionary, key words pack (available from EMAS) i-pad etc. if they are literate and access to a prayer room if required
- Ensure someone checks on the pupil throughout the day, especially after breaks

Creating a welcoming environment

Short-term fixes

- Smile, be friendly and approachable (especially frontline staff)
- Brief all relevant staff about the new pupil
- Build staff knowledge through clear, factual information and guidance. The British Council's EAL Nexus website has up-to-date information about refugee countries of origin https://eal.britishcouncil.org/teachers/country-information
- Positively brief pupils in the same tutor group or year group (rather than 'he doesn't speak English', try 'He speaks two languages')
- If possible teach the tutor some key phrases in the pupil's first language. EMAS has some resources in their 'Language of the Half Term' packs or try Newbury Park's website for spoken greetings http://www.newburyparkschool.net/langofmonth/
- Celebrate linguistic and cultural diversity around the school through multilingual signage, posters and displays (EMAS has many resources for you to use). Remember to check:

  Are languages other than English (especially any spoken in the school) reflected in the reception and other communal areas? Do notices/leaflets reflect the diversity of the city's community? Do photographs and displays around the school reflect the diversity of the city's community? Are there classroom welcome signs/posters?
- Be sensitive to any religious observances and dietary needs

Longer-term ideas

- Involve pupils in creating bilingual dictionaries and word banks, storybooks, 'introductions' (films, maps, booklets etc.) to the school etc.
- Celebrate linguistic and cultural diversity through the curriculum, for example celebrate 'International Days'. The Refugee Council's 'Hand in hand' guide gives advice on making these refugee-friendly

  http://www.starnetwork.org.uk/images/uploads/documents/Hand_in_Hand_resource_pack.pdf
- Increase awareness of refugee issues specifically - Unicef has an excellent and up-to-date teaching resource called 'In Search of Safety' which contains 20 activities to help children explore and understand the refugee crisis https://www.supportrefugees.org.uk/wp-content/uploads/2016/04/In-Search-of-Safety-Unicef-Schools-Resource.pdf Channel 4's 'Two Billion Miles' interactive video and teaching resources is also useful http://twobillionmiles.com/ Teachers TV has a short film describing refugee experiences on coming to the UK https://www.tes.com/teaching-resource/teachers-tv-refugee-kids-6047898
- Celebrate 'Refugee Week' http://refugeeweek.org.uk/ (World Refugee Day is 20th June each year)
- Consider formalising your work by becoming a 'School of Sanctuary' https://schools.cityofsanctuary.org/

Curriculum provision and classroom organisation

Provision:

All children under 18 have an entitlement to the full curriculum. However, some refugees and asylum-seeking pupils have had interrupted schooling and some may never have attended formal education at all.

For most pupils, acquiring proficiency in English is a priority and support for this should, wherever possible, be structured and in addition to the wider curriculum. Students who are not literate in their first language will need rapid interventions to learn to read and write in English.

Interventions should use age-appropriate resources, have activities that pupils can practice at home and make learning English fun

Pupils should spend the majority of their week in mainstream lessons and should not be placed in SEN classes or provision for excluded pupils. High sets are recommended where their peers can provide better language and behavioural models.

Remember that a lack of proficiency in English does not indicate weakness in other subjects. Options should be chosen to match ability, interest and potential. Do not place late arrivals only where there is a space available. Remember that there is often as much English involved in a practical/vocational subject as there is an academic one.

Structured and supervised 'spaces' in a pupil's timetable will give time for consolidation, practice and review.

In the class:
- Have clear and consistent routines and use the same form of words for common commands
- Group the pupil with good English language role models (and prioritise interactive activities which encourage collaboration and focus on speaking and listening skills)
- Ensure the pupil is close to you and can clearly see the board
- Give the pupil jobs and responsibilities, like handing out equipment and collecting books, to help them interact with their peers
- Use real 'everyday' objects and documents (tickets, shopping lists, bills, newspapers and magazines) to enhance learning and make it more accessible
- Board games and cards, noughts and crosses, chess, backgammon, dominoes, draughts etc. which may already be familiar will help encourage interaction with peers
- Use pictures (photographs are better) and words for labelling resources
- Create a visual timetable with/for the pupil to help them find their way around
- Encourage all pupils to bring in artefacts, photos etc. so that they can share their 'story', interests and hobbies (and generate discussion around pupils' common experiences of change, moving home, being frightened, loss)
- Maximise the use of ICT
- Have bilingual dictionaries, i-pads available if possible (and the pupil is literate)
- Display key words for your subject. EMAS has examples of these.
- Encourage and display contributions in their first language

Developing your whole school ethos

Based on the NUT's guiding principles for effective practice, consider the following aspects of your school ethos. Do these need discussion? Formalising as a protocol? Could you share them more widely?

Have a 'can-do' approach focused on children's strengths
- Focus on what pupils can do, using any of the languages at their disposal, rather than what they can't in order to boost their self-esteem and help them learn more quickly
- Age-assessment issues can cause problems in school. Accept that it can be difficult to accurately assess a child's real age. Some children will look older than they are because they might have lived lives where they cared for younger children, or have travelled extensively to get here.

Get communication right
- Send clear messages that the school is refugee-friendly and ensure everyone knows that this is the responsibility of the whole community
- Ensure teachers use EAL-friendly strategies

Take active steps to counter prejudice about refugees
- Accept that each pupil is different and try to avoid over-simplifications and stereotypes
- Focus on the education and safe haven you can provide
- Consider too the opportunities that refugee and asylum-seeking pupils can bring to others in terms of empathy, care and kindness.
- Teaching can challenge and deconstruct racism and stereotyping and can help to develop positive attitudes.

Ensure host children are central to creating refugee-friendly schools
- Well-prepared buddies can support new arrivals or become mentors
- Pupils who share a common language or experience may also be able to support each other
- Consider involving other pupils in making a book, photographic record or a film about the school to aid induction

Understand the impact of trauma, separation, bereavement or post-traumatic stress
- Many young refugees and asylum-seekers will have experienced extreme, distressing and traumatic events. Acknowledge this and understand that all pupils will cope differently and that some may be anxious, depressed, disruptive, aggressive, have trouble concentrating or resort to self-medication.
- Clarify where and how to refer pupils for emotional or psychological support

Celebrate refugee contribution
- Celebrate the strengths, abilities and cultural knowledge that these pupils and their families can bring to the school community
- Consider celebrating 'Refugee Week' as a school, www.regugeeweek.org
- For more ideas, see 'Creating a welcoming environment'

Take a child centred approach
- Consider if there are any aspects of the curriculum and wider school life that might need adapting, for example if PSHE is concerned with family relationships
- Display bilingual signs and culturally familiar images around the school to add to a welcoming environment

(https://www.teachers.org.uk/sites/default/files2014/refugee-teaching-guide-web--10248-.pdf)

GCSEs

Please be aware that this general information is liable to change slightly year on year. <u>Always</u> refer to the relevant JCQ document for access arrangements, individual exam boards for their current offer and the DfE and RAISEonline websites for information on disapplication from data.

Access arrangements
www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration
- All pupils with EAL are allowed to use a simple word-to-word translation bilingual dictionary in some GCSEs (notably <u>not</u> in English Language and Literature, History, Geography, Religious Studies and some MFL exams)
- Dictionaries can be paper or electronic
- Pupils who have been in the UK for less than two years may also be allowed 10% extra time to reflect the time it takes to use this dictionary, if they meet several other conditions
- Evidence for additional time will be needed
- Bay Foreign Language Books have a large selection of exam-suitable dictionaries for purchase https://www.baylanguagebooks.co.uk/index.php and EMAS may have a dictionary in our library for you to borrow

Community/heritage language GCSEs
- If a pupil is literate in their first language, always consider a GCSE or iGCSE if available
- The following community languages are currently available as a GCSE: Arabic, Bengali, Chinese, Dutch, French, German, Greek, Gujarati, Hebrew, Italian, Japanese, Panjabi, Persian (Farsi), Polish, Portuguese, Russian, Spanish, Turkish and Urdu
- EMAS produces guidance for entering a pupil into a community language GCSE and EMAS BLAs can carry out the oral component on behalf of your school if needed

Disapplication from data
https://www.raiseonline.org/contact/faqData.aspx?faqId=38
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/583857/Progress_8_school_performance_measure_Jan_17.pdf
- If a pupil has no KS2 data, they will not be included in the Progress 8 measure
- The pupil will be included in school attainment data, unless they have arrived from a non-English speaking country in year 10 or year 11 and the school requests for their results to be removed
- Evidence for disapplication will be needed
- Pupils will appear on unvalidated data but will be removed for the validated RAISEonline after the checking exercise
- Teachers are therefore free to teach their new arrival pupil without worrying that their results will 'count' on official school data

Health issues

Most refugees have come from poor countries where the healthcare system may be over-burdened or broken down completely. Some may have come through camps with inadequate sanitation or clean water. Others may have war injuries and some can bear the scars of torture. Many will not have been immunised. Travelling through cold winters without shelter also brings health issues, such as respiratory diseases and infections.

The health problems of refugees and migrants are however generally similar to those of the rest of the population, although some groups may have a higher prevalence of certain issues. For adults, the most frequent health problems of newly arrived refugees and migrants include accidental injuries, hypothermia, burns, gastrointestinal illnesses, cardiovascular events, pregnancy- and delivery-related complications, diabetes and hypertension.

The health needs of asylum seekers can also be significantly worsened (and even start to develop in the UK) because of the loss of family and friends' support, social isolation, loss of status, culture shock, uncertainty, racism, hostility (e.g. from the local population), housing difficulties, poverty and loss of choice and control.

Here are some health issues more specific to refugees and asylum-seekers:

- Malnutrition: can be common if pupils have come from or through refugee camps. Some parents also struggle to cope and feed their families nutritious food when arriving in the UK

- Inherited disorders: some pupils may be more at risk of conditions due to their ethnic origin, including sickle cell disease or trait and beta thalassaemia or trait, which affects the haemoglobin in the red blood cells. The gene for sickle cell is common in people of African and afro-Caribbean descent. The gene for beta thalassaemia is common in the eastern Mediterranean, Turkey, Kurdistan, Iran, parts of India, southern China, Vietnam and West Africa

- Female Genital Mutilation (FGM): this is practised in many African countries as well as in Yemen and Oman. It has no basis in religious creed and is illegal in the UK. For advice, see https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack

- HIV/Aids: some refugees and asylum-seekers have come from countries with very high rates, especially those from Sub-Saharan Africa

For information on the psychological impact of trauma, please see the 'Pastoral Support' card.

What can schools do?

- Have a named person to co-ordinate issues relating to pupil wellbeing

- Ensure that pupils have access to a family GP and a dentist

- Enquire about health at the initial assessment

- Check if pupils need glasses, hearing aids etc. and request school nurse support

- Enquire if parents know their free healthcare rights and that services are confidential

- Support parents claim free school meals and ensure healthy choices are made by pupils e.g. in the canteen

Initial assessment

An initial assessment of a new pupil is vital to help you make decisions about provision and teaching and will allow you to measure progress over time. A good initial assessment will look at aspects of first language, English proficiency and will provide some relevant background information. Ideally it should take place after two weeks of being in school. EMAS has a proforma for you to use, if required.

First language

- If you have an interpreter (or EMAS BLA), ask them to suggest if the pupil seems 'age appropriate' in their oracy and literacy. NB BLAs have been trained to carry out assessments in first language and have resources with them to assess this for/with you

- If you don't have an interpreter, you can still discover a lot about a pupil's literacy by asking them to write in first language and to read a sample text or dual language story. How did they approach the tasks? Is there anything that you can tell even though you do not share a language e.g. reading to punctuation, writing fluently?

- Identify what the pupil does well which can then be built upon in their English acquisition.

English proficiency

- Don't rely on test scores e.g. reading ages that would be suitable for English-speaking new arrivals as these do not reflect a pupil with EAL's true ability

- Look at speaking, listening, reading and writing. Pupils are likely to have a 'spikey' profile with 'receptive' language (listening/reading) often in advance of productive language (speaking/writing)

- Every year, all pupils with English as an additional language have to be given an A-E Code on the school census, although this framework is very general. There are many other assessment frameworks which will allow you more scope to measure progression in a more meaningful way.

- e.g. The Bell Foundation's EAL Assessment Framework', 'The Portsmouth Pathway' and so on.

Background information

- Use an interpreter if you can

- Build up a profile of the pupil, considering aspects of family life, religion and so on

- Find out about any previous schooling, educational attainment and literacy in first and other languages

- Look at the pupil's hobbies and possible career plans

- Remember that pupils may not want to talk about anything that is still too raw or difficult for them to process. They may well also be confused

- They may also need time before they will trust you with their 'story' and may think that you will share their information with the Home Office or they may fear for family and friends in their home country and can be afraid of repercussions

- They may not be consistent in their stories as parents, traffickers etc. may have told them what to say or to say nothing

- They may just want to please you and tell you what they think you want to hear

- They may be afraid of stigma

- Do not be afraid to ask questions but be sensitive as to when to stop

Interventions and 'ESOL-style' support

General over-riding principles:
- All pupils under the age of 18 have an entitlement to a full-time education
- Pupils should be placed in a year group with their peers for social and academic reasons
- Pupils should have access to a full and balanced curriculum

However, if a pupil has had no previous schooling or an interrupted education, is not literate in their first language or has no English at all, then this is not always a valid option, especially for late arrivals in KS4.

Options for schools:
- A Headteacher has the discretion to place a pupil with a different year group to give them a better chance of English acquisition and GCSE success
- Short-term intensive support for English acquisition before full immersion into the curriculum
- Regular and ongoing 'ESOL-style' interventions to support acquisition of English (ESOL stands for 'English for Speakers of Other Languages' and are discrete lessons, usually directed at adults) alongside curriculum provision

Resources:
There are many books and online resources available for schools to use to support pupils to acquire English. These include:
- **One Stop English** http://www.onestopenglish.com/esol/absolute-beginners/
  Structured and easy to follow lesson plans, resources, audio clips, exercises covering real-life survival vocabulary. Good for pupils with no English at all, including those with no experience of roman script (Macmillan)
- **Learning English** http://www.bbc.co.uk/learningenglish/ A clearly -structured course running through from lower intermediate to advanced, looking at grammar, vocabulary etc. with videos, interactive exercises and information. Pupils will need some basic English/literacy to use this (BBC)
- **Learn English Teens** http://learnenglishteens.britishcouncil.org/ Includes an online test to find an appropriate English level, then offers activities, videos with real-life situations, games and grammar. Good for literate pupils with some MFL English (British Council)
- **Big English Grammar Book** www.englishbanana.com/books/big-grammar-book/ *Two different workbooks to download which work through key vocabulary and grammar with paper-based activities and exercises. Suitable for beginners but moves quickly through the levels, good to supplement an existing scheme of work*
- **Five Minute English** http://www.5minuteenglish.com/the-fun-of-learning-english.htm
  Offers a wide range of lessons covering different aspects of grammar, vocabulary etc. with lots of fun, interactive games to practise these (from websites around the world). Not structured but good for practising different aspects already covered in a lesson
- **Racing to English** http://www.racingtoenglish.co.uk Programme containing over 350 language teaching activities, including photosets, stories, games and worksheets for beginner and intermediate pupils with some basic literacy for use primarily in groups. £50 for a CD.
- **Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years**
  https://docs.google.com/viewer?a=v&pid=sites&srcid=bGVhLnBvcnRzbW91dGguc2NoLnVrfGVtYXMxfGd4OmE4YTllNjU4MzdiNzQ2NA
  A downloadable teaching intervention designed for primary pupils but useful for developing academic language for pupils who already have good conversational English, covering prepositions, phrasal verbs, tenses, determiners, modal verbs etc. (National Strategies)

Maintaining, valuing and supporting first language

Why?

- A strong first language makes English acquisition more rapid and successful

- If a pupil has had little or no previous education, it is hugely beneficial to use first language to discuss new and difficult concepts - they will need a language to think in

- Pupils can continue to communicate with family and community members

- Your sense of identity is closely linked to your language and refugee children who have positive links with their community are much less psychologically vulnerable

- Bilingualism is an asset in the world of work

- Meta-linguistic awareness is developed

How?

- Ask pupils about their first language and praise bilingualism

- Assess first language skills (with an interpreter/EMAS BLA if at all possible)

- Display examples of writing in first language if pupils are literate

- Use first language and dual language books in class (available from the School Library Service and EMAS) and provide bilingual dictionaries, i-pads for translation etc. if pupils are literate in first language

- Support GCSEs in Community Languages (refer to EMAS Guidance for support with this process and use EMAS BLAs for the oral component of the exam)

- Teach all pupils words and phrases in the new pupil's language. Newbury Park School's website is very good for this: http://www.newburyparkschool.net/langofmonth/

- Investigate if there are community schools available for the new pupil to attend

- Celebrate all languages throughout the school with signage and displays reflecting the languages of the school community. EMAS has many examples of these for you to use. There is also a lovely website of interest primarily to the English Department which has translated poems into community languages for display http://www.poemsfor.org/publicsite/

Bilingual stories

This is an example of one piece of work that can be carried out with a literate pupil in order to value and support first language (taken from The British Council's 'Innovations in English language teaching for migrants and refugees') as well as progress their English acquisition

- Work with the pupil to write stories in first language to create 'books' for the department or school library

- Retell or translate existing stories/folk tales or pupil plans and writes their own stories

- Creating a 'guide' to the school for future pupils is another good idea

- Scaffolds may be necessary and IT support is useful, for research, translation support and images

- Collaborating with other pupils with English as an additional language (EAL) or English speakers on the same or similar tasks can be beneficial to confidence and inspiration

- The activity also gives the teacher an opportunity for focused English support throughout the creation process

Pastoral support

Most refugees and asylum seekers will not need specialist help

General protective/supportive factors:
- Having family/foster carers that provide adequate care and affection
- Mixing with adults and children in school who are friendly and understanding
- Having someone in school they can trust and confide in if necessary, a 'named' person
- Information about their situation, honesty and involvement in decisions where possible
- Security and continuity
- Knowing where to get help and support
- Education that meets their needs
- Opportunities to play and to socialise, to be a 'child'
- Activities that promote self-esteem
- Pursuing an interest or hobby, joining an after-school club or school team
- Being encouraged to have a positive attitude to their culture and language
- Hope, and plans, for the future
- For some, their religion can help

The impact of trauma:

However, the impact of trauma can be overwhelming for some pupils and may be evidenced in any number of the following:
- Intrusive memories and flashbacks causing emotions similar to the initial experience
- Upset by reminders of past events such as planes, men in uniform, loud noises etc.
- Hyper-alertness, distrust of strangers, chronic fear
- Poor sleep and nightmares causing tiredness and a lack of energy in school
- Poor concentration, memory impairment, confusion, restlessness, overactivity
- Exhaustion, aches and pains, loss of appetite (psychosomatic and somatic complaints)
- Silliness or bizarre behaviour, mood swings, age-inappropriate behaviour
- Depression, anxiety, chronic overwhelming unhappiness
- Repetitive thoughts, or repetitive play and drawings etc.
- Isolation, unable to make friends or relate to and/or trust adults
- Medication and self-medication or substance abuse
- Disruptive behaviour, aggression, poor impulse control, problems with authority, rule testing
- Attendance problems, truanting, 'dropping out', falling behind with work
- Threats of or attempts at suicide
- Threats to run away or leave home

If these signs are **severe, persistent or multiple**, then this indicates that further assessment and **specialist support is definitely required.** Unaccompanied children will almost always show signs of trauma. The possibility of bullying and/or racism should also be considered as this may not be mentioned spontaneously. For more information see 'Far from the battle but still at war', a free download http://www.understandingchildhood.net/posts/far-from-the-battle-but-still-at-war/

Use your normal support routes in school but also consider the additional support available through EMAS and use an interpreter (or EMAS BLA) whenever possible. Also consider additional in-house peer support and mentoring schemes and small group work if they are available. Remember that counselling is not usual in many countries and cultures and may be misunderstood or refused out of hand. If the pupil is here with family, consider if their parents will need signposting and/or referral to adult services as well. Children may take on the carer's role at home if parents are too traumatised themselves to cope, so also consider 'Young Carer' support.

The Red Cross provides confidential messaging and tracing services to help pupils trace family members http://www.redcross.org.uk/en/What-we-do/Find-my-missing-family

Teaching strategies for pupils with very little or no English

Settling the pupil in:
- Include the pupil from day one and give them class 'jobs' like handing out resources
- Use visual support wherever possible - pictures, objects, concrete equipment, gestures
- Encourage the use of first language and bilingual dictionaries/translation apps
- Sit the pupil in front of you, so they can see the board clearly
- Have clear, consistent routines and address the pupil by name before giving instructions
- Use short sentences, and break down two or three step instructions
- Give lots of praise and reassurance, use positive body language, tone of voice etc.

Developing understanding:
- Place the pupil with good role models of English
- Use a clear, normally-paced voice (don't shout!) and avoid idioms and jokes if possible
- Provide a 'running commentary' so actions have a verbal accompaniment
- Allow time for processing and then repeat if the pupil does not understand. Only rephrase if the pupil still does not understand what you have said
- Repeat class instructions 1-1 with the pupil
- Place the pupil in a 'trio' (with two English-speakers) rather than with a single partner

Supporting speaking:
- Remember that speech usually develops after understanding and some pupils may be completely silent for many months
- Repeat and expand any utterances, recognising a pupil's efforts. If the speech contains mistakes, 'recast' it (echo back a correct version) as you would with a young child
- Develop survival language (greetings, simple requests, register responses, equipment etc.)
- Remember that speech will follow the grammar conventions of their first language
- Try closed questions with yes/no or multiple-choice responses
- Give opportunities to hear and rehearse new vocabulary before expecting any responses

Supporting literacy:
- Differentiate activities so that pupils are taking part in the same lesson as their peers but at their own level of literacy in English
- Try practical tasks such as matching, sorting, sequencing, ordering or transferring information from one medium to another. Break tasks into smaller, manageable steps
- Practical ideas include: labelling/sequencing pictures, matching words/sentences to pictures, illustrating, sorting statements (e.g. true of false), making a picture dictionary of new vocabulary, using IT programmes to develop vocabulary/reading skills etc.
- More advanced activities include: completing sentences from a given starter, sequencing sentences, cloze procedure (gap-filling), finding one-word answers, completing simplified worksheets and using flash cards to create sentences
- Ensure the pupil works in a group on structured, collaborative activities with good models of English
- 'Pre-teach' vocabulary (or send it home with the pupil to prepare)
- Use listening and writing frames and graphic organisers (flow charts, tables, timelines). EMAS has many examples of these

Teaching strategies for pupils who already speak some English

Developing speaking and listening:

- Model and make explicit oral language structures encountered in planned talk activities
- Set expectations for using formal language in presentations and model it first
- Ensure your questions encourage full responses rather than one-word answers
- Encourage rehearsal of ideas in first language and/or English and time to 'think aloud'
- Provide a listening frame if they have to listen for a long time e.g. watching a DVD

Developing reading:

- Model strategies for reading texts – for example, skimming, scanning, reading on, using images, subheadings etc. – during whole-class sessions and in guided reading groups.
- Be explicit in describing the strategies you are using as you model them. For example, draw reference links with arrows or mark textual clues in colour. Relate this to the lesson objectives and to the purpose for reading
- Use strategies which help to structure reading, such as DARTs (directed activities related to text). These help pupils to access text and focus on the information they need. Examples of DARTs include: sequencing; prioritising; matching pictures to text; matching phrases to definitions; matching examples of cause and effect; matching concepts to examples; filling in gaps in text; the use of true/false statements; sorting to determine which information is not needed for a piece of work; grouping information together to identify similarities and differences between key words and phrases

Developing writing:

- Pupils learning EAL may show patterns of error when writing which are often related to their experience of the structure of their first language. EMAS has examples of these 'developmental features'
- 'Modelled writing': demonstrate how writing is composed and refined, especially at word and sentence levels.
- 'Shared writing': include pupils in a shared writing activity to which they contribute, to support and shape their first attempts at writing in a whole-class context.
- Shared reading of pupils' writing: explicitly identify successful conventions.
- Guided writing: this allows pupils' writing targets to be addressed through interactive focused teaching.
- 'Scaffold' writing through writing frames etc. It is important that 'scaffolding' is scaled down and removed once it is no longer necessary.
- Structured questions will allow answers to be combined as continuous prose.
- Provide paragraph headings.
- Diagnostic marking: ascertain the most commonly made errors by close-marking pupils' work. These can indicate writing targets for individuals or groups of pupils.

The asylum process

What is asylum?

If someone is at risk of being persecuted in their own country, they may go abroad and ask for asylum in another country. Granting 'asylum' means giving someone permission to remain in another country because of that risk of persecution. In legal terms, a person who has asked for asylum in the UK and is waiting for a decision on that claim is called an asylum seeker. Someone who has received a positive decision on his or her asylum claim is called a refugee.

Although some asylum seekers might enter the UK illegally, once they have applied for asylum they are no longer 'illegal'. Anyone seeking protection is entitled to stay in the UK while awaiting a decision on their asylum claim.

The application process

Decisions on asylum and human rights claims are made by the UK Border Agency, an agency of the Home Office. It is not legally possible to apply for asylum from outside the UK. Asylum seekers are protected from removal once they have made a claim and are waiting for a decision.

Asylum claims can and should, wherever possible, be made to an immigration officer as soon as an asylum seeker arrives in the UK. If an asylum application is not made as soon as an asylum seeker enters the UK, the person may be denied support and it may harm their claim later.

In 2007, the Home Office introduced a new process for dealing with asylum claims, called the New Asylum Model (NAM). Each application is assigned to a specific member of UK Border Agency staff (known as a 'case owner') who will be responsible for the case, and for all decisions taken.

There will be an initial **'screening interview'** in which the UK Border Agency takes the personal details of the applicant and their journey to the UK, checks if they have claimed asylum in the UK or Europe before, and gives them a reference number for their application. Some applicants are taken to an Immigration Removal Centre and 'fast-tracked' for at this stage.

The **'substantive interview'**, or 'asylum interview', is held soon after. This is when the applicant can describe what has happened to them and what they fear in their own country. Asylum seekers may be asked to attend **regular reporting meetings** with local UK Border Agency staff at all stages of the asylum process. Claims from unaccompanied children are prioritised and protection is granted swiftly to those who need it

Decisions are made after reviewing all of the evidence, including information on the safety of the applicant's home country. Most asylum-seekers have a right to a 'First Tier Tribunal' and an independent Immigration Judge hears their appeal.

If the asylum claim is allowed, either 'Refugee Status' or 'Humanitarian Protection' (depending on the grounds) is given, usually for five years and subject to review. Once a person is granted protection in the UK, they have the right to work, claim benefits and be re-united with their spouse and children (under 18). However, a child under the age of 18 who is recognised as a refugee does not have the same right to be joined by their parents or brothers/sisters.

In some cases, a more limited form of status called 'Discretionary Leave' will be granted. It is initially granted for up to three years, after which time the person can apply for an extension if they still cannot be removed. It is Home Office policy to grant such children Discretionary Leave until they are 17½ years old, even if their asylum claim has been refused.

If the claim is refused, there is one more chance of a 'fresh claim' if there is new evidence. Otherwise, refused asylum seekers are expected to make arrangements for leaving the UK.

For more information see http://www.asylumaid.org.uk/

Unaccompanied refugees and asylum seekers

Unaccompanied asylum-seekers have made their way to the UK and are separated from parents or guardians. The Home Office defines them as, "a person under 18, applying for asylum on his or her own right, who is separated from both parents and is not being cared for by an adult who by law has responsibility to do so."

Many of these pupils will have experienced trauma including the loss of their parents and/or siblings, or will have lived in war conditions. For up-to-date information about these young people, go to http://www.refugeecouncil.org.uk/what_we_do/childrens_services

- Unaccompanied pupils under 18 are 'Looked After Children', unless they are privately fostered by friends or family. Most will be in Local Authority foster care or in children's homes.

- These pupils have the same rights as all children in the UK and are entitled to free full-time education/training to the age of 18.

- They will have social workers and Virtual School Education Case Workers to support their admission and work with you on a personal education plan (PEP)

- Many unaccompanied pupils will arrive without any official documentation but this should not be a reason to delay their admission. Social workers will confirm their age and share the date of birth officially allocated to them.

- If you have any questions about their age, discuss this with the social worker who will tell you if an age assessment has been carried out. In all circumstances, use the allocated date of birth for official purposes

There are increased safeguarding issues for unaccompanied children and trafficking, child sexual exploitation and forced labour should continue to be considered a possibility and all suspicions shared with social workers immediately.

Any already-known issues will be shared by social workers and a specific 'safety plan' may be in place, which may, for example, restrict access to the internet/mobile phones, keep pupils in school at break times or have dedicated procedures in place if a pupil goes missing/does not attend school for the 'golden hour'.

Continue to keep safeguarding at the forefront of your mind by:

- Always challenging any unexpected 'relatives' who may arrive

- Looking out for unexplained/unidentified phone calls

- Monitoring attendance at lessons and checking absence quickly

- Only using official interpreters or EMAS BLAs

Unaccompanied pupils are also more at risk of the psychological effects of trauma (see the Pastoral Support card) and great care should be taken to support their well-being in school.

The Red Cross Family Tracing Service http://www.redcross.org.uk/What-we-do/Find-my-missing-family helps find family members and send messages to loved ones. This could be a welcome option but great care and sensitivity will need to be employed as some pupils fear for their family's safety and others prefer to live with hope than face up to further loss.

Who are the refugees and asylum-seekers?
Adapted from Bill Bolloten's NALDIC presentation (19/11/16)

Refugee and asylum-seeking children are diverse:
- They speak a diversity of languages
- They have had different experiences in their country of origin and different migrant journeys
- They have had varied experiences of the UK
- They all cope with trauma and adversity in different ways
- Many are highly resourceful and resilient despite their experiences

Therefore, it is important to avoid stereotypes and generalisations and our responses must be flexible - there is no 'one-size-fits-all'. Their experiences might include:

Pre-migration experiences:
- The death of a parent or family member
- Witnessing violence, killing, torture or injury
- Rape and sexual abuse
- Separation
- Bombardment/shelling
- Witnessing fear and panic
- Physical injuries
- Scarcity, poverty and hunger
- Disruption of normal routines and functioning of society e.g. health service, schools etc.

Trans-migration experiences:
- Transitioning through several countries
- Long and dangerous journeys
- Separation from parents and other family members
- Living in refugee camps or in exposed places without support
- Risks of exploitation, violence and harm, theft or loss of only belongings etc.
- Settlement and schooling in other countries before arrival
- Witnessing death, fear and panic

Post-migration experiences:
- Family stress and changes in family roles
- Changes to foster carers
- Loss of status
- The asylum process and uncertainty
- Racism and hostility
- Isolation
- Difficulties in accessing service, including health and education

Adversity has a cumulative effect and schools need to be aware of this and consider appropriate support. However, many pupils develop resilience and coping strategies which help with making a positive transition to their new life.

Who else can help?

Pupils directly:

- **Asylum Aid** http://www.asylumaid.org.uk/ Free legal support and advice on the asylum process

- **Freedom from Torture** https://www.freedomfromtorture.org/ Rehabilitation and counselling

- **Red Cross** http://www.redcross.org.uk/en

  Support for young refugees (aged 15-25), family tracing and messaging, social activities

  Very active in Portsmouth and the local area

- **Refugee Action** http://www.refugee-action.org.uk/about/ Help and support for refugees and asylum seekers for housing, poverty and the asylum process

- **Refugee Council** http://www.refugeecouncil.org.uk/

  Legal representation, practical support through asylum process, signposting, advice and training for professionals working with young people

- **The Children's Society** http://www.childrenssociety.org.uk/

  Support and advocacy for children and young people, especially those separated and unaccompanied, research and policy reports, campaigning e.g. for legal aid

Teachers:

- **Amnesty International** https://www.amnesty.org/en/latest/education/2015/10/8-educational-resources-to-better-understand-the-refugee-crisis/ Resources for teaching about refugees, FAQs and background information

- **Home Office** https://www.gov.uk/helprefugees Ways to donate, support and volunteer

- **National Union of Teachers** https://www.teachers.org.uk/equality/equality-matters/refugee-teaching-resources Guidance, practical resources and ideas for teachers, including a lesson around Paddington

- **Oxfam** http://www.oxfam.org.uk/education/resources/ Lesson ideas, including an activism project 'Message in a Book'

- **Refugee Week** http://refugeeweek.org.uk/ Ideas and resources for running Refugee Week activities in school (June)

- **Save the Children** http://www.savethechildren.org.uk/

  Information on the rights of children, support and publications, direct work with children in Europe and the Middle East

- **Teachers TV** https://www.tes.com/teaching-resource/teachers-tv-refugee-kids-6047898 A short film describing child refugee experiences on coming to the UK

- **Unicef** https://www.unicef.org/emergencies/childrenonthemove/ Information, campaigns, resources and 'In Search of Safety' teaching resource. Also Unicef's award for schools https://www.unicef.org.uk/rights-respecting-schools/

Working with interpreters

Do:

- Establish that an interpreter is needed
- Try and provide an interpreter as early as possible to help with induction and initial assessment
- Consider the gender of the interpreter, as sometimes this can be a relevant factor. If you are unsure, ask
- Try and be aware of any potential political, religious or ethnic issues between the pupil and an interpreter sharing the same language which might lead to a lack of trust (e.g. in a civil war or political upheaval). Discuss any possible tensions with the interpreter before the meeting
- Find a quiet, private space in which to talk and look at seating arrangements to make sure everyone will be able to see each other
- Prepare the interpreter before the meeting or assessment to discuss ideas and concepts that might be difficult to translate or prove emotional if they arise
- Allow time for introductions and establishing trust
- Stress the need for confidentiality and establish that it is fine for the pupil not to share any information that they do not want to
- Understand the reasons why a pupil may not want to talk, especially early on before trust has been established or if their situation is too painful
- Take charge of the meeting
- Speak clearly, at normal pace and directly addressing the pupil/family members
- Use simple, straightforward language and 'chunk' what you say so that the interpreter doesn't have to remember more than two or three sentences at a time
- Remember that everything will take twice the time when using an interpreter
- Consider the needs of the interpreter, as interpreting requires enormous concentration. Allow them to take a break if necessary. This can be exacerbated when dealing with difficult issues such as torture, rape and other atrocities as they may too have had to deal with similar situations. They may need a break during or after the discussion
- Allow time at the end to discuss any issues that have arisen, including problems with interpreting or emotional reactions to an upsetting interview
- In an ideal world, work with familiar interpreters to aid trust and continuity

Don't:

- Use another child, unless it is for imparting very simple information
- Use the pupil to interpret or act as an intermediary between themselves, their family and officialdom
- Use untrained or unprepared interpreters
- Speak just to the interpreter e.g. 'Tell him that…', 'Ask him to…', always speak to the pupil as if they understand you

NB: EMAS has produced more detailed general guidance on working with their Bilingual Learning Assistants (BLAs) as interpreters in schools