

UASC PROJECT TOOLKIT

**FOR DESIGNATED TEACHERS AND OTHER
PROFESSIONALS**





Introduction

Unaccompanied Asylum Seeking Children and Young People

As children in care, UASC may arrive with a range of needs arising from the circumstances which led them into care and which will affect their learning in different ways.

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

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

The Gloucestershire Virtual School

Robert Bermingham
Learning Mentor

The Virtual School, Shire Hall, Westgate Street, Gloucester, GL1 2TG

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Information on the Asylum Process

Section 1



What is seeking asylum?

Someone claiming asylum is asking for protection and permission to stay in the UK. The asylum seeker is endeavouring to gain protection from serious harm or persecution that he/she is at risk of suffering in their country of origin because of his/her nationality, race, or ethnic origin, political opinion, religion or social group.



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 accepts that they meet the Refugee definition in the UN Refugee Convention 1951. While a person is waiting for a decision on their claim he or she is called an asylum seeker. If the Home Office accepts their claim they will be granted Asylum as a Refugee.



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

Definition

An Unaccompanied Asylum-Seeking Child (UASC) is a person who, at the time of making their asylum application, is:

- under 18 years of age, and
- 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.

Some of the children and young people seeking asylum and attending schools in Gloucestershire will be unaccompanied. This means that they arrived in the UK without an adult family member or guardian and will almost all be in Social Services Care. Some of these children/young people will have been placed in Gloucestershire by another Local Authority.

Many of these children and young people will have experienced trauma both in their country of origin and on the journey here, including loss of their parents and/or siblings, or living in war conditions.

Age Assessment

If there is uncertainty about an unaccompanied child/young person's age and it is possible that they are under 18 then they should be taken into Care and treated as a child (under 18) until an age assessment has been concluded. This will be carried out by two Gloucestershire Social Workers who are trained in undertaking age assessments. An independent appropriate adult must be present, and an interpreter that speaks the child/young person's language and dialect. The child/young person has the right to challenge the decision of the age assessment if it has not been taken lawfully.

If an age assessment is necessary, it should be carried out within 6 weeks of the child/young person entering care and before the child/young person starts school or college. However there may be instances where an age assessment is re-opened, or completed at a later date, due to new evidence coming to light. Educational settings should use the date of birth stated on the child/young person's age assessment.

If no age assessment was carried out, a date of birth may have been accepted upon the completion of brief enquires, by an age assessment trained Social Worker, or by the Home Office. In this instance the date of birth stated on the Social Care record and Home Office documents should be used.



Information on the Asylum Process

Section 1



What is the process of claiming asylum?

Asylum applications are made to UK Visas and Immigration, a section of the Home Office. UK Visas and Immigration will make a decision based on the information given. Cases can take many months to process, often over 18 months but sometimes much longer.

UASC asylum applications are processed differently to adult applications by the Home Office.

UASC ASYLUM PROCESS:

Arrival in UK: There is no legal way to enter the UK to claim asylum. Children have to rely upon smugglers or agents who require payment to provide often extremely dangerous means of travel into the UK.

Claim: Asylum is usually claimed at the port of entry, or "in-country" after entering the UK. Children may enter hidden in lorries, or by small boat, and then come to the attention of the Authorities.

Screening/Welfare Interview: The young person will have a short Welfare or Screening Interview. The focus is on identity – name, address, nationality, place and date of birth, language, religion, as well as the names and ages of other family members. Biometrics will be taken – photograph and fingerprints. Details of the journey to UK and a very brief summary of reasons for fleeing their country of origin will be requested. The child should be accompanied by a responsible adult but not necessarily a lawyer, as no details of asylum claim should be requested. Subsequently an ARC Card (Asylum Registration Card) is provided.

SEF Form: A Statement of Evidence Form is completed by the young person with their lawyer, giving a detailed statement of their history, reasons for leaving home and why they fear return. The SEF is sent to the Home Office with any other evidence.

Substantive Interview: Most young people attend a Substantive Interview, perhaps several hours long, to be questioned about their claim by a specially trained Home Office Interviewing Officer. Children should be accompanied by a responsible adult, whom they trust, to support them in this process. A child also has the right to be accompanied by their legal representative to advocate on their behalf. A legal representative AND a responsible adult should be present as they have different roles.

Decision: The Home Office considers the application and sends a letter giving Decision. Possible Outcomes (see next page for fuller details):

- Grant of Refugee Status:
- Grant of Humanitarian Protection,
- Refusal, maybe with Grant of UASC Leave

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.

Also be aware that the system can cause significant mental health difficulties for young people living in limbo, not knowing whether they have a future of safety in the UK or face forced removal to country of origin or life as an undocumented migrant.



Information on the Asylum Process

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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.

Refugee status is granted as leave to remain in the UK for 5 years. After this period the young person may 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 work, study, benefits and social housing and will be helped to build new lives in the UK.



Humanitarian Protection

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.

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.

For a more detailed explanation of the asylum process for young people, please visit: <https://youngasylumguide.org.uk/>



Refusal

Asylum seekers who are refused asylum 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 UASC this will not be until after their 18th birthday. Children refused before they are 17 years and 6 months old should be granted UASC Leave. This remains a refusal of asylum and legal advice must urgently be sought regarding appeal of the refusal.

Children/young people in the appeals process still retain their right to education.



Legal Assistance

All asylum seekers have the right to legal advice regarding their claim. This will be provided free of charge if the applicant is eligible for Legal Aid due to having low income or savings.

All UASCs should have legal representation for their claim any appeals, and Social Workers or GARAS will assist them to obtain a lawyer. The lawyer will organise interpreters if necessary.

Please note:

The legal system is in constant flux. These notes are for guidance only. Please ensure that young people are signposted to GARAS or their Social Worker with any Home Office letters or queries.



Trafficked children/young people

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.

Some of the asylum seeking children and young people in Gloucestershire schools will have been trafficked. Usually they will already have been identified as trafficked before starting their education in Gloucestershire. 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 proven 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 Gloucestershire. If any school has suspicions that an asylum seeker 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, Gloucestershire's Child Protection team should be contacted. They will then initiate a multiagency response to keep the child/ young person safe including notifying 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.



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[BR1] , Hungary, China and Pakistan. (Source: National Crime Agency (2015) NCA strategic assessment: the nature and scale of human trafficking in 2014).
- Is malnourished.
- Receives unexplained/unidentified phone calls. Has had a period 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.
- 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.
- 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 the police in an effort 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. Also to 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 aim 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 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/ CYPs and/or other therapeutic services

Please note this is not an exhaustive list



Admissions Arrangements

Section 3



Admissions Arrangements for UASC

Extracts from DfE “Promoting the education of looked-after children and previously looked-after children statutory guidance for local authorities - February 2018”
<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Admissions authorities of all mainstream schools must give the highest priority in their oversubscription criteria to looked-after and previously looked-after children (this includes UASC), as defined in the School Admission Code.

Looked-after children can be admitted as ‘excepted pupils’

The local authority, as a corporate parent, does not tolerate drift and delay where children the authority looks after are without an education placement that is appropriate to their assessed needs. This includes using their powers of direction in a timely way rather than delay issuing a direction as a result of protracted negotiation.

The choice of school requires skilled working between relevant people. It should be based on a discussion between the child’s social worker, the child and their carers. The VSH should be consulted to avoid choosing a school that is unlikely to meet the child’s needs. The school should be rated good or Outstanding by OFSTED. The carer’s level of input in to the choice of school for the child should be addressed explicitly in the child’s permanence plan, which is part of their wider care plan.

The Virtual School should provide advice and support to social workers to ensure they understand the admissions process. If social workers need further information on how the school admissions process works in relation to looked after children, they should discuss this with the Virtual School.



Inducting an asylum seeking child/young person into your school

Section 4

If there are students in the same class or year group who can speak the asylum seeking child/young person's home language, they could usefully be used as buddies.

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.

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 UASC to have very fragmented education or no formal education prior to coming to the UK.



Collecting Information

The initial Personal Education Plan (PEP) meeting, is organised by the social worker, with the young person, designated teacher, carer, a member of the Virtual School, and an interpreter.

Initially, information will be available from the child/young person's social worker and carer. Key information includes their date of birth (or the date allocated to them by the Home Office), 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 is also helpful to know if the child/young person has suffered any trauma through what has happened to them or what they have witnessed.



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Admissions Interview

The initial PEP meeting will 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. 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 and arrangements for food at lunch times should also be covered.

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, e.g. 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 PEP meeting is also an opportunity to explain to the child/young person 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. Key Stage 4 subject options can be limited to core subjects in order to make space for extra tuition which assists in the acquisition of English language skills.

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.

- Be aware of young people's 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).
- UASC 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).
- 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 and that their purpose for being at the meeting is explained.



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Admissions Interview

- Make sure that it is made explicit to the child/ young person that the interpreter will not pass on anything that he/she hears at the meeting - everything is confidential. The child/young person 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 to facilitate communication.
- The member of staff leading the meeting/ assessment should speak and look directly to the child/young person, 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 discussion 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 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 discussion check whether the child/young person has understood everything and wants to know or ask anything else.



Inducting an asylum seeking child/young person into your school

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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).
- 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 the Virtual School.
- 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 Virtual School 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 that 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, 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 class teacher, form tutor, Learning Mentor or the EMA/EAL co-ordinator or the Designated Teacher for children in care



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

- Arrange a buddy system to provide support for the child/young person in his/her early days and weeks at school. 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, e.g. 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. 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.
- 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 UASC 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 Gloucestershire Virtual School has information about Pupil Premium arrangements on its website. <https://www.gloucestershire.gov.uk/vschool>

Once a 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.
- Each school or education provider will address the educational needs of the UASC and compile a suitable timetable as appropriate.
- 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.
- 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.

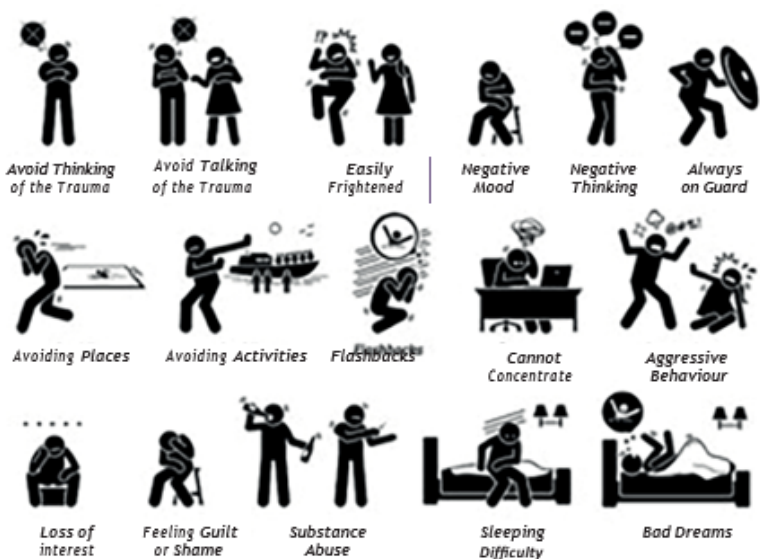


It is important to recognise that asylum seeking children and young people will almost certainly be showing signs of trauma. They may have witnessed horrific events and their parents and other family members may have been killed or the children/young people may not know if they are dead or alive. The journey to the UK will also have been quite traumatic in many cases. All asylum seeking children and young people also have 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 class teachers, 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
- 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 e.g. 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



Gloucestershire Action for Refugees and Asylum Seekers



► Contact Details

The Trust Centre, Falkner Street
Gloucester GL1 4SQ

T 01452 550528

E info@garas.org.uk <http://www.garas.org.uk>

GARAS is open for drop-in:

Monday 10am – 4pm

Wednesday 10am – 4pm

Friday 10am – 4pm





Factors to help deal with feelings of loss, separation, change, severe distress and trauma

Section 6



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 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, e.g. 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 schoolwork 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/sporting activities
- 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/ therapeutic services
- Receiving support from outside agencies
- Having access to more specialised therapeutic interventions such as 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



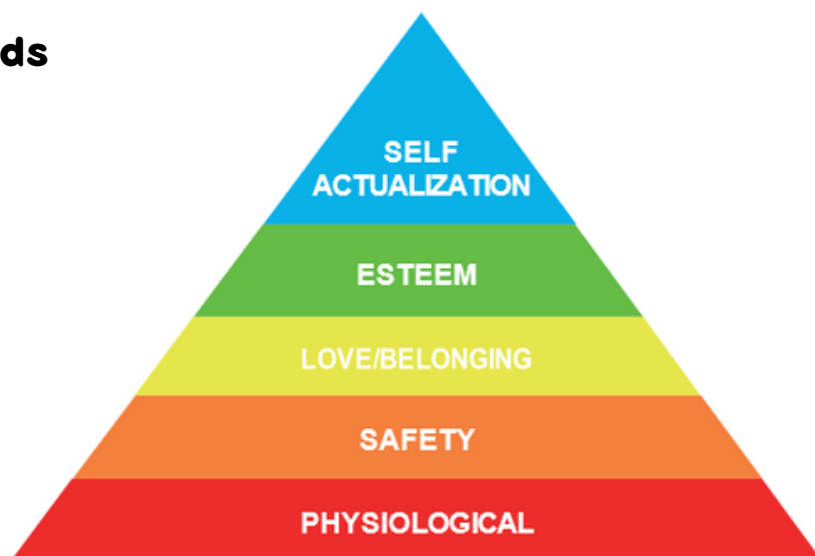
Factors to help deal with feelings of loss, separation, change, severe distress and trauma

Section 6



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 provide 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: 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

Section 7

There is no single 'test' that schools can administer on admission to assess a newly arrived asylum seeking child/young person. 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 via PEP meetings.





UASC will be entitled to Pupil Premium Plus as they are Looked After Children (LAC). UASC are entitled to this until they reach the end of Year 11.

Some areas where the additional funding could be used include:

- 1:1 tuition (with interpreter if needed) to address specific needs e.g. 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
- 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.

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 offer the courses during the day or at evening classes.

Schools can set up the courses 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. The local Gloucestershire offer includes a bespoke roll on roll off part time ESOL programme by Prospects Training.

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. 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

A number of organisations including Pearson Ed Excel 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.



Entry level qualifications

In common with all other children and young people with EAL, asylum seeking children/young people are permitted to use a bilingual dictionary in select 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.

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.

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



Teaching and Learning

Section 9

- 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.
- 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 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 UASC.
- Build specific topics and activities into the curriculum, e.g. consider the theme of journeys in primary school and include consideration of UASC 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 Pupil Premium Plus ensures 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 UASC 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 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.



Teaching and Learning

Section 9

- Encourage asylum seeking children/young people 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, 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, i.e. 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, i.e. 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, e.g. 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*, e.g.: word processing allows the student to make use of the spell checkers and grammar facilities
- using the internet*, e.g.: 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

Section 10

The Virtual School plays a strategic role in ensuring that the corporate parenting responsibilities of Gloucestershire local authority are met with regard to its looked after children. 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 Gloucestershire. 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 Gloucestershire'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.

SUPPORTING CHILDREN IN CARE





Completing a personal education plan for UASC: general principles

Section 11

- Consideration is needed of how a young person's voice will be heard and their views known to ensure participation in the PEP process. 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.
- The PEP process and purpose should be explained to the young person in their own language via an interpreter as appropriate.
- 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.





Resources

Section 12

	<p>SEGfL Online Background Collation Tool A useful online form for collecting background – information in 17+ languages with audio support. http://newarrivals.segfl.org.uk/</p>
	<p>Google Earth Useful to encourage learners to talk about their background as well as orient them within their current locality. https://www.google.co.uk/intl/en_uk/earth/</p>
	<p>StreetCheck 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. https://www.streetcheck.co.uk/</p>
	<p>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</p>
	<p>News in Levels World news set at 3 different English language learning levels. http://www.newsinlevels.com/</p>
	<p>Resources and clear advice on supporting UASC learners Unaccompanied Asylum Seeking Children (UASC) Barnet Virtual School London Borough of Barnet (barnetvs.org)</p>
	<p>ESOL English online resource for practicing Reading, Writing, Speaking and Listening English to prepare for and support learning English as an additional language. FlashAcademy®</p>



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

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 decontextualized 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



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 e.g. use of Talking Photo Albums and cartoon making software. Others will benefit from assistive technologies such as supportive word processors.



Cartoon Maker

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>



BookCreator

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>



Naomi Richman	In the midst of the whirlwind (1998)	ISBN 1858561019
Dick Blackwell and Sheila Melzak	Far from the battle but still at war: troubled refugee children in school	ISBN 1900870177
	A Case for Change: How refugee children are missing out (2002)	
David Tolfree	Restoring playfulness: Different approaches to assisting children who are psychologically affected by war or displacement.	ISBN 9188726460
Cold Comfort	Young Separated Refugees in England	ISBN 1841870439
Wendy Ayotte	Supporting Unaccompanied Children in the Asylum Process	ISBN 1899120882
The Medical Foundation	caring for the victims of torture www.torturecare.org.uk/	
Innovations in English language teaching for migrants and refugees (2012)	Edited by David Mallows.	
Karrie Fransman	Over Under Sideways Down Ebrahim's story(2014)	
Sandra Macaskill and Margaret Petrie	I didn't come here for fun (2000)	
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 139781846276156
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) Hatchette Children's Group	



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.	Suitable for upper primary school and secondary school.	ISBN 9775028604
My Bilingual Talking Dictionary English & Arabic	Published by Mantralingua.	Suitable for Key Stage 1.	ISBN 9781846115929
Chinese			
My Bilingual Talking Dictionary English & Mandarin	Published by Mantralingua.	Suitable for Key Stage 1.	ISBN 9781846115950
My Bilingual Talking Dictionary English & Cantonese.	Published by Mantralingua	Suitable for Key Stage 1.	ISBN: 9781846115967
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.	Suitable for upper primary school and secondary school.	ISBN 9780781808606
Word-to-word bilingual dictionary English-Farsi, Farsi- English	Published by Star Publications Ltd.	Suitable for upper primary school and secondary school.	ISBN 9788176504256
Persian active study dictionary (two-way).	Published by Asim Press, Tehran.	Suitable for secondary school.	ISBN 9789644183256
My Bilingual Talking Dictionary English & Farsi.	Published by Mantralingua.	Suitable for Key Stage 1.	ISBN: 9781846115998



Dictionaries

Section 14

Kurdish			
English-Kurdish, Kurdish-English dictionary.	Published by Star Publications Ltd.		ISBN 817650078X
My Bilingual Talking Dictionary English& Kurdish.	Published byMantralingua.	Suitable for Key Stage 1.	ISBN 184444 6980
Pashto/Dari			
English Pashto & Dari dictionary.	By S.Yarzi	Suitable for upper primary school and secondary school.	ISBN 9780956144904
Vietnamese			
Word-to-word bilingual dictionary English-Vietnamese, Vietnamese-English.	Published by Star Publications.	Suitable for upper primary school and secondary school.	ISBN 9788176504027
Berlitz Vietnamese compactdictionary 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.	Suitable for Key Stage 1.	ISBN: 9781846116193
Sudanese Arabic			
Sudanese Arabic-English: A Concise Dictionary, Volume 150.		Rianne Tamis and Janet Persson.	
Tigrinia			
English Tigrinya Dictionary:		Abraham Teklu, Abraham Teklu Gobeze.	
Albanian			
Oxford Albanian –English Dictionary New Edition.		By Leonard Newmark.	



Other Resources

Section 15

Grant & Cutler at Foyles

107 Charing Cross Road, London
WC2H 0DT

T: 020 774403248

E: languages@foyles.co.uk

www.grantandcutler.com

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

Mantra Lingua Publishing Ltd

Global House, 303 Ballards Lane,
London N12 8NP

T: 020 84445 5123

E: info@mantralingua.com

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

T: 020 8893000

E: info@milet.com www.milet.com

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

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/

National Education Union (NUT Section)

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

T: 020 7388 6191

F: 020 7387 8458

E: enquiries@nut.org.uk

www.teachers.org.uk

The NUT Section of the National Education 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: <https://www.teachers.org.uk/sites/default/files/2014/refugee-teaching-guide-web-10248.pdf>

IOP Press and Trentham Books

UCL IOE Press

UCL Institute of Education 20

Bedford Way,
London WC1H 0AL

T: 020 7911 5565

E: ioe.ioepress@ucl.ac.uk Twitter: @IOE_Press
<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.

Talking Products

T: 01794 278327

E: info@TalkingProducts.com
<http://www.talkingproducts.com/>

STAR – Student Action For Refugees

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

T: 0207 697 4130

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.

The following publishers produce simplified readers:

Evans - illustrated simplified Shakespearean texts are available;
Longman Heinemann
Oxford University Press



Other Resources

Section 15

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
T: 020 7294 2468
(main switchboard)
for non-qualification and non-centre related queries or 01924 206709
for queries related to skills for life qualifications.
<http://www.cityandguilds.com/>

Gloucestershire Virtual School for children in care

The Virtual School
1st Floor, Block 5, Zone 3, Shire Hall,
Westgate Street, Gloucester GL1 2TG
<https://www.gloucestershire.gov.uk/vschool/>

Refugee Action

Victoria Charity Centre,
11 Belgrave Road London SW1V 1RB
T: 0207 952 1511
<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.

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 Council

Children's Panel, 13-14 Katharine Street, Croydon CR0 1NX
T: 0808 808 0500 (for clients)
T: 0207 346 1134
(for other enquiries)
E: children@refugeecouncil.org.uk
www.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
www.bell-foundation.org.uk

Trinity College London ESOL qualifications

UK & Ireland office,
Trinity College London
AMP House, 10th floor,
Dingwall Road Croydon CR0 2LX T: 020 7820 6100
E: 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
T: 020 7759 8090
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.htm>

GARAS

Gloucestershire Action for Refugees and Asylum Seekers
The Trust Centre, Falkner Street
Gloucester GL1 4SQ
T: 01452 550528
E: info@garas.org.uk
<http://www.garas.org.uk>



Under the United Nations Convention on the Rights of the Child

1989 (UNCRC), every child has the right to:

- (Article 12) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 22 (refugee children) If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention.
- (Article 28) Every child has the right to an education.
- The opportunity to enjoy his or her culture, profess his or her religion, use his or her language. (Article 30)
- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.