



English as an Additional Language and Gypsy, Roma, Traveller Service Newsletter Spring 2018

Welcome to the Service

The English as an Additional Language (EAL) and Gypsy, Roma and Traveller (GRT) Service is a well-established and experienced team of highly qualified professional specialist advisory teachers and advanced teaching assistants. We are based in hubs across North Yorkshire and support educational settings within North Yorkshire and beyond.

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<p>Harrogate Grove Road Primary School Specialist Teacher: Moia Wood mea@groveroad.n-yorks.sch.uk Telephone: 01423 506 060</p>	<p>Craven Skipton Girls High School Specialist Teacher: Edward Roe mea@sghs.org.uk Telephone: 01756 707623</p>

What We Can Offer

The EAL and GRT Service (formerly known as MEA) currently offers free support in school for pupils who have English as an additional language or are from minority ethnic backgrounds, including Gypsy, Roma and Traveller young people.

The January 2017 census indicated that 4.25% of all pupils in North Yorkshire are EAL. The number has increased 10% a year for the last few years, and 2016-17 has seen the arrival of nearly 70 pupils under the Refugee Resettlement Programme.

Supporting EAL pupils effectively, so they reach their full academic potential, can be a challenge for schools, but the service offer a comprehensive range of support for schools, including bespoke support for pupils and staff training.

The EAL and GRT Service is currently free for maintained schools and can be purchased by academies and independent schools. From April 2018, under new funding arrangements, schools are likely to be receiving their EAL budget directly.

The service will be offering a range of specialised pupil support packages, delivered by skilled, experienced practitioners, targeting different areas of development, such as phonics, grammar, reading for meaning and extended writing. Schools will be able to purchase the support for pupils and a wide range of staff training, to enable all staff to effectively support EAL learners.

In addition, the service offers some central training.

Central training from the EAL and GRT Service

English as an additional language (EAL) Networks

Improve your skills to effectively support EAL learners, and enable learners with little or no English to make rapid progress.

This network is aimed at classroom teachers and teaching assistants in all schools and settings.

These 2 hour termly networks are aimed at classroom teachers and teaching assistants in primary and secondary schools and practitioners in Early Years settings who support EAL learners and want to develop their understanding and skills. The number of EAL pupils in North Yorkshire (including refugees and asylum seekers) is increasing and outcomes for these learners are often not as strong as they could be. With effective early intervention and differentiated classroom support, these pupils can make rapid progress and achieve high outcomes.

The network meetings are facilitated by the Specialist Advisory Teachers who are based in one of the 6 hub schools across North Yorkshire. The networks are an opportunity for teachers and teaching assistants to improve their understanding of how to support EAL learners effectively, sharing strategies and resources.

£30 per network.

Book through North Yorkshire Education Services (NYES) www.nyeducationsservices.co.uk

See below for dates:

Spring 2018

Date	Venue	Time	Trainer	Course code
27 th February	Skipton Girls High School	1-3pm	Edward Roe	ES-0218-T034
1 st March	Selby Sandpiper Hse Rm5	1-3pm	Jo Nolan-Thomas	ES-0318-T028
6 th March	Grove Road Primary, Harrogate	1-3pm	Moia Wood	ES-0318-T027
7 th March	Thirsk School and Sixth Form	1-3pm	Sue Wadsworth/ Suzanne Wilson	ES-0318-T030
8 th March	North Yorkshire House, Scarborough	1-3pm	Jane Moses	ES-0318-T029

Summer 2018

Date	Venue	Time	Trainer	Course code
19/06/18	Selby Sandpiper Hse Rm5	1-3pm	Jo Nolan Thomas	ES-0618-T028
20/06/18	Grove Road Primary, Harrogate	1-3pm	Moia Wood	ES-0618-T027
21/06/18	Thirsk School and Sixth Form	1-3pm	Sue Wadsworth/ Suzanne Wilson	ES-0618-T031
27/06/18	Scarborough House, Scarborough	1-3pm	Jane Moses	ES-0618-T029
28/06/18	Skipton Girls High School	1-3pm	Edward Roe	ES-0618-T030

Further details on any training and to book go to: www.nyeducationservices.co.uk
or contact your nearest hub - see page 1.

The Learning Environment

In order to provide for inclusion, your environment should be EAL friendly and reflect the cultural diversity of the school community. In areas where there is limited cultural diversity it is even more important to provide information for children to help them develop awareness of diversity and promote understanding of differences across the wider world. Resources and displays around school and in every class should reflect diversity in order to provide pupils with a true reflection of British life and awareness of the wider world.



In the Entrance

- Welcome displays in a range of languages
- Information displayed in appropriate languages
- Refugee Council - Language Identification Chart
- Visual display reflecting national / ethnic profile of the school community
- Notice boards for parents reflecting the linguistic and cultural diversity of the school community
- Range of extra-curricular events (past and future) displayed and reflecting culture and active involvement of the full range of school community nationalities and ethnicities

Around the School and along School Corridors:

- A range of home languages
- Displays reflecting the cultural diversity of the school community, places visited and activities undertaken
- Subject / topic related work reflecting cultural / historic / linguistic awareness
- Visuals used instead of text to ensure universal understanding of displays/ notices/ timetables/ dinner menus/extra-curricular events
- Displays emphasising anti-bullying/ anti-racism ethos





Classrooms and Learning Areas:

- Visual support for current / recent topics displayed around the room
- Key words for the current topic displayed in the room
- A working wall illustrating the sequence of learning that children can relate to
- Evidence of EAL pupil work on walls alongside monolingual pupil work
- Easily accessible and differentiated resources available for pupils to utilise
- Visual prompts used to encourage pupil independence
- Activity boxes for EAL learners

New Resources and Strategies

With OFSTED looking more closely than ever at the progress of pupils and impact of teaching over time, it has never been more important to consider the attainment of children whose first language is not English. These children have the ability to make accelerated progress providing their specific needs are understood and appropriate provision is developed. For schools who have had little previous experience this can seem overwhelming. How can you be expected to know what you don't know?

The EAL and GRT Service have developed a pedagogy alongside a range of strategies and resources to support schools and pupils regardless of their starting point. This new and unique approach by the service enables teachers to plan, teach and assess more accurately, therefore meeting the exact needs of the children whilst integrating them into the whole class topic. This approach makes the mainstream lessons accessible without creating more work load for already over stretched staff.

The new approach can be delivered by our experienced staff using an appropriate text that can develop speaking and listening, grammar and reading. Alternatively, through the training of teachers or support staff it is possible to apply this approach into their own planning and resourcing. This framework has been particularly successful in secondary settings where the context of the class is totally different to a specific child's needs. Students can however be taught the same topic but at the precise level they need to make progress.

The feedback from schools who have been applying the approach has been excellent, resulting in rapid progress, improved independence and reduced work load for staff.



Supporting Unaccompanied Asylum Seeker Children

The number of applications from unaccompanied children seeking asylum in North Yorkshire has increased significantly since 2015. Welcoming UASC has been a challenging and rewarding experience for a growing number of our schools. As well as support in acquiring English language as quickly as possible, schools have also been supporting young asylum seekers to develop the social, cultural and practical skills needed to live independently in the UK. Lesson topics have included learning to use public transport and plan journeys, first aid, familiarisation with the role of the police and emergency services, and learning about British currency, along with domestic skills such as budgeting, cooking and shopping, and learning how to use domestic appliances in the UK.



Thirsk School and 6th Form College has enrolled 5 Unaccompanied Asylum Seekers since September 2015. All of these students arrived with limited previous academic experience and very little English. Along with integration into class lessons, supported by buddies, the students received daily 1-1 language support sessions delivered by either the school EAL Specialist or the MEA team. The school and MEA team also liaised closely with Social Workers and Foster Carers and developed a bespoke education package to support the student to develop academic and independent living skills.

The experience of working with older students with little or no previous academic experience has been a huge learning curve for all involved, but much has been learned about addressing the needs these young people. The lessons learned have formed the basis of a very successful training package by MEA for staff working with UASC. All of the students have gone on to enrol at college and have successfully completed their first year. Two are living together, independently. One is planning to go to university, funded by an Article 26 scholarship.

Headteacher, Stuart Mason said: "The inclusion of four (now 5) Kurdish asylum seekers in our school added tremendously to our community. Our students were welcoming, curious and respectful of the challenges that their new classmates had faced. The progress made by the Kurdish students was significant because of the efforts of our staff and superb advice and work from the MEA team. Strong bonds developed with students and staff and these have continued now the lads have moved on to FE. I would urge all Headteacher colleagues to see the arrival of asylum seekers into our schools as a positive development rather than a threat; we have a moral duty to model the welcome we would expect our students to demonstrate. The addition of our four Kurdish students did much to challenge any monocultural ignorance and prejudice that may have existed."



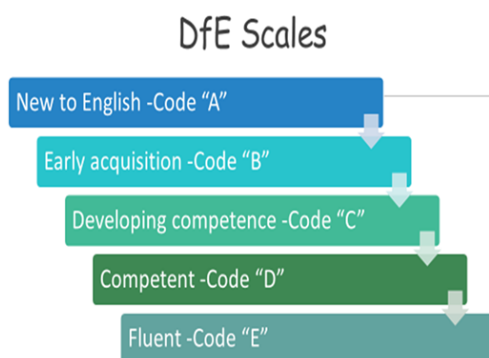
A county-wide event was recently held at Thirsk School & 6th Form, and hosted by The Virtual School Team, in order to celebrate the achievement of UASC in overcoming challenges, engaging with education, and learning a new language. 22 UASC students from 12 schools and colleges attended, along with their carers and other supporters. Julie Bunn, Head of the Virtual School, presented each student with a certificate acknowledging their achievements. It was a positive and enjoyable event and it was encouraging to see highlighted the achievements of the young people and the workers supporting them.



DfE Code Census 2018

In January 2018 the Census will be taken and schools are required to assess every EAL pupil and allocate a code of language proficiency A – E. This data collection is vital to schools as it will determine the extent of central funding for EAL pupils, therefore effective assessment is necessary to allocate accurate codes. Furthermore, levels of support which every code requires has also been identified by the DfE in the supporting documentation.

The EAL and GRT team can advise, train and share resources on methods to effectively identify each code. Furthermore, key resources developed by the Service can also advise on strategies to support the learning of each level.



Home Learning Packs for GRT Pupils

Open Door Project

This project was developed at the start of the year and aimed to re-engage and support learners who are currently being educated at home. These learners are identified as Elective Home Educated and therefore do not access mainstream education. This project is named “Open Door” as the principle is to keep the door open to education, rather than provide an alternative. Each pack is structured to support development in Maths and English with certificates to reward those who complete each element. The packs are available from each of the EAL and GRT Service Hubs.

Supporting Pupils’ Cultural Needs

Becoming a culturally aware school

- What does this really mean in the day to day running of a school?
- How does a school embrace its cultural diversity?
- What if we are a school which does not have a diverse group of children?

These are all really important questions and can be answered quite simply by a school taking some simple and realistic steps to ensure that all children, from any background, are welcome and accepted within their school.

There are a number of steps both school leaders and staff can take to support pupils of different cultures:

- Have words of welcome shown noticeably in your reception area, a poster with welcome written in different languages instantly shows a child and their family that they are welcome in your school.
- Reception staff and school leaders being friendly, smiling and using open body language creates a sense of safety and inclusion for all.
- Using language of the month across school will allow children to gain an understanding of different languages, especially the essential words of welcome.
www.newburyparkschool.net/langofmonth/
- Developing an understanding of the cultural/religious backgrounds of the children in your school can help to know what will work effectively for them. Does the school need to provide a quiet area for prayer time? This can remove any religious tensions quickly.
- Looking at foods which are available at lunch time such as vegetarian options or halal meat, allowing the children to have a stall where they sell foods eaten in their culture during a break time or when the school is having a fair.
- Encouraging the children in your school as a whole to research different cultures and giving a presentation or having an international day where each year group can show their research.
- Promote student voice and active citizenship within your school. Through this work, decisions can be made as to what will work most effectively within your own school to support cultural awareness.

If your school is interested in developing a greater understanding towards cultural awareness and you would like support and advice, contact the EAL and GRT service to provide training. We can also help guide your school through the process of becoming a School of Sanctuary.

Refugee Resettlement Programme

The first refugee families arrived in July 2016. Since then more families have arrived and live in all areas of North Yorkshire.

As MEA Hubs, we work with the families, getting the children into schools, nurseries and colleges. We help the schools with the initial interview with the families and also help them to have an understanding of the conditions the families have come from. We help the families to understand the education system here in the United Kingdom. We support the schools to help the children access the curriculum and we support the children in their learning of English.

The Refugee Council works closely with the families for the first year after their arrival. They work continually to foster independence for the refugees. ESOL (English for Speakers of other Languages) classes are provided by the Adult Learning Service and parents are required to attend for eight hours a week. This helps them to become more independent and ultimately to be able to work and become part of the community in which they live.

All areas also have volunteers who meet the refugees in a more social situation. This helps to develop their English further and encourages integration into society.



Cultural Contacts

For schools with service pupils with different cultural or faith needs, the Armed Forces employ faith leaders/chaplains, who may be able to offer support and guidance to schools.

Regular Army Chaplains:

Fr Paschal Hanrahan, Senior Chaplain, Headquarters 4 Infantry Brigade and Headquarters North East; Paschal.Hanrahan985@mod.co.uk; 07884 205314

Rev'd Richard Hall, Senior Chaplain, Army Foundation College, Harrogate; richard.hall834@mod.uk; 07799 470980

Civilian Chaplains to the Military:

Buddhist: Sunil Kariyakarawana
LonDist-CCM-Buddhist@mod.uk; 07827 349767

Hindu: Krishan Attri
RC-Pers-Chap-Catt-Hindu@mod.uk; 07770 413148

Jewish: Reuben Livingstone
LonDist-CCMJewish@mod.uk; 07827 312421

Muslim: Ali Omar
LonDist-CCMMuslim@mod.uk; 07827 354098

Sikh: Mandeep Kaur
COS-Chaplaincy-SikhChaplain@mod.uk; 07766 726132