

Lancashire Ethnic Minority and Gypsy, Roma and Traveller Achievement Service Newsletter

International Mother Language Day | Lytham Hall Park Achieve Equality Mark
Community Languages | Refugee Week 2022 | EYFS Research | CPD Opportunities

Spring 2022

21st February is International Mother Language Day!

Initially marking the anniversary of Bangladesh's struggle for recognition of its Bangla language, the International Mother Language Day is annually celebrated worldwide on 21st February.

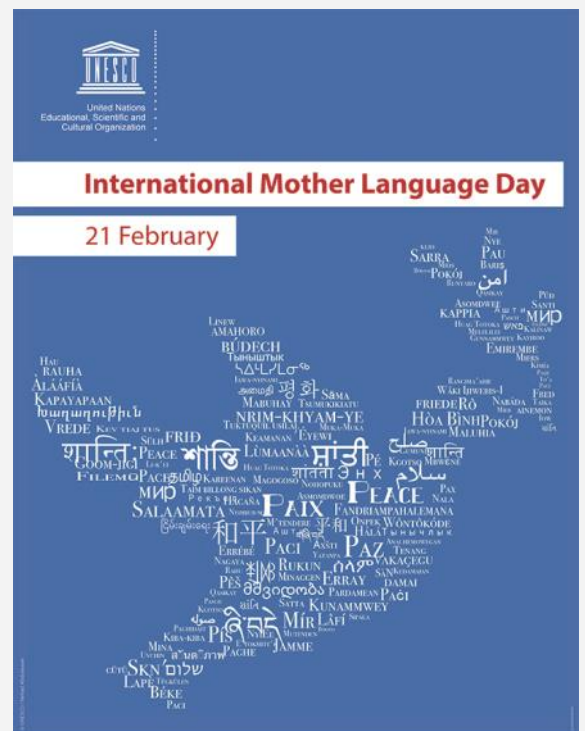
The aim of the day is to promote awareness of linguistic and cultural diversity, and to promote multilingualism.

So if you haven't yet planned to mark the day, why not try one (or more) of these suggestions?

- *Our Language of the Day* for each day of the week—pick languages in your class/ school and encourage speakers to teach you some key phrases!
- *Name That Language!* - record speakers of languages in your school and play them for others to identify (or guess!) the language. (Where possible, why not add the corresponding written words as a clue and to celebrate variety of scripts?)
- *Traditional Dress*—see it/show it/share it/wear it/try it on!

(And while we're celebrating cultural diversity, there must surely be an opportunity to tantalise the taste buds with some traditional food!)

Looking for dual language texts on International Mother Language Day? Try [MantraLingua!](#)



Why is it important to celebrate and encourage our pupils' and families' community languages?

Turn to page 3 to find out!

Contact Us || Ethnic Minority and Gypsy, Roma and Traveller Achievement



www.lancsngfl.ac.uk/ema



@EMA Service

Congratulations Lytham Hall Park on Achieving the Lancashire Equality Mark!

Over the last 3 years, Lytham Hall Park Primary School have worked towards achieving the Lancashire Equality Mark. For their final badge, the Sexual Orientation Equality badge, they took an approach along the theme of 'Different families, Same love' which allowed them to focus on relationships and love and raise awareness in age-appropriate way across the whole school. Additionally, this message benefited many children across the schools from all different types of families.



Throughout the whole process of the Equality Mark, the school allowed the pupils to lead and appointed a group of 'Junior Leaders' who shared information and engaged and inspired their peers across the school. This 'social action' approach empowered the children to make a difference to their own community, in school and beyond.

Their work promoting Equality in the school community was a key part of discussions during their recent Ofsted inspection, which stated that:

"Pupils are caring and sensitive to the needs of others. They are highly supportive of the well-being of their friends. Pupils understand that differences should be valued and celebrated. They thrive in a school where everyone is free to be themselves."

Congratulations to all at Lytham Hall Park Primary.

To find out more please visit and see information about the Equality work of Lytham Hall Park Primary School on [School Council Blog](#).

Find out more about the [Equality Mark](#).

Quotes from pupils:

'I think the badge is important to other people that might feel different and left out but it only makes you more special. It also teaches people that being different doesn't matter and you are no different to other.'

'The badge has given the message to all the children to remember how it doesn't matter about someone's family because as long as you love them that is all that matters.'

Resources recommended to other schools:

Stonewall 'Different Family, Same Love' poster

Love has no labels video - <https://youtu.be/PnDgZuG1hHs>

Little Leaders book series <https://www.vashtiharrison.com/little-leaders>



The Importance of Community Languages

On 2nd February 2022 Professor Li Wei (UCL Institute of Education) presented a webinar on the importance of "community languages" in association with the Bell Foundation.

Professor Wei observed that even the term "*community* (or "*home*") *language*" is indicative of political and social perspectives on the importance of a given language and whose responsibility it is to maintain it. [*On a related note, we would point out that not all dialects are treated equally in most societies – after all, one dialect can be elevated and endorsed as the "standard" language for a society; who gets to decide that "he was" is correct and "he were" is not?*]

So schools are often put at the centre of a tension between the importance to develop English versus the importance of developing the child within his/her specific cultural and linguistic context. Even the term "*English as an Additional Language*" is indicative of this – whereas in some other cultures it is more normal to refer to "bilingualism", a term which suggests equality between languages, without negating the need to develop every pupil's native language proficiency (standard English, in our case). Perhaps this is because monolingualism is still seen as the norm in Britain (the 2011 census revealed that only 7.7% of respondents spoke more than one English) whereas it is estimated monolinguals are the minority in the global population.

Contrary to what is often assumed, school support for pupils' and families' first languages has a positive effect all round – for pupil, family, school... everyone! In relation to the pupil, this can be termed "**additive bilingualism**" (as contrasted with "*subtractive bilingualism*", whereby learning English detracts from the child's first language). Some of the benefits of bilingualism for the pupil are brain function (a boon for performance in both languages) as well as a delayer of dementia; developing sense of identity; and social/cultural belonging. It could be assumed that an increased sense of belonging to one culture takes place at the expense of another, whereas self-confidence and perceived acceptance in relation to one's identity are essential to the development of purposeful participants in society, hence valuing the language and culture of a child is integral to this.

Professor Wei's research also found that children who performed better in their first language (e.g. at Chinese school) did better in English too. At the same time, an interesting correlation was discovered between a child's first language and parental proficiency in English. While some causal relationships may not be immediately obvious, the data would indicate that supporting "community languages" is part of a positive relationship between school and family, bringing about engagement and achievement. What we can understand is the correlation between community language maintenance and the reduction of a "generation gap" between parents and offspring who speak that language. "Crucially," said Professor Wei, "support to parents is needed in order to support the children's bilingual development."

So how does bilingualism bring about these positive effects? Professor Wei explained that language acquisition is facilitated by enhanced language awareness, so that every additional language known assists the acquisition of features in another language – given a conducive environment and support. In part, the variety of learning contexts also appears to benefit pupils, so that one teaching style may not be absolutely superior to another, but rather complementary, with each benefiting the learner.

Celebration Corner

GRT pupils receive awards from St Stephens Primary School in Preston



Shirley Stevens was awarded with the Lunchtime VIPs – for "Aspiring to Greatness" and excelled at lunchtimes in their behaviour.

Her sister Kathleen Stevens was awarded VIP Winners for "Aspiring to Greatness"; she "Achieved Highly" and "remained positive even when it was very hard."



Another young person Martin Gavin was the Golden Book winner; he has "Aspired to Greatness" in his work.



www.lancsngfl.ac.uk/ema



[@EMA_Service](https://twitter.com/EMA_Service)

Translators of the world: Eyre we go!

Did you know that 30th September 2021 was **International Translation Day**? *Bien sûr*. (Of course you did). Well, the University of Oxford marked the date with a competition for speakers (and writers) of all languages to produce a poem in a language other than English.

Poems are to be based on a selected passage from *Jane Eyre*, and accompanied by their (literal) translation into English. The best entries will be published in a printed anthology, also available online.

Entry is free, and you can find guidelines and an entry form at <https://prismaticjaneeyre.org/competition/> as well as additional activity packs in Arabic, French, Polish and Spanish.

Competition deadline is **1st March 2022**. *Nie opóźniaj!*

“EAL or SEN?” And Supporting EAL Learners with SEND

In addition to our regular training on differentiating between “typical” EAL issues and the possibility of SEN in individual cases, we also offer two resources for sale which assist practitioners in supporting EAL learners who may have Special Educational Needs and/or a disability.

The first resource comprises a clear and simple framework for helping to differentiate between EAL and SEN(D) issues underlying a pupil’s ability and attainment in school, enabling you to put in place appropriate support for them.



The second resource is intended as an 'ideas bank' to help staff meet the needs of all the learners. Teachers and SENDCos can use these suggestions to plan provision for specific pupils or to audit their overall provision.

The first part of the booklet includes suggestions for all EAL learners with SEND; the second includes suggestions for specific categories of need: moderate learning difficulties; severe learning difficulties; autism; social, emotional and mental health; sensory needs (visual and hearing); specific learning difficulties.

Order forms for these resources can be downloaded [here](#).

Online Study Centres

Online study sessions are ongoing. These offer additional out-of-school academic support for pupils from Year 3 to Year 11, and are free of charge.

To register: <https://forms.gle/SPDAacq7n5KmUio79>

Further information will be given to registrants.

Any queries, please contact: apu.chowdhury@lancashire.gov.uk 07771 338879.



www.lancsngfl.ac.uk/ema



[@EMA_Service](https://twitter.com/EMA_Service)

Refugee Week 2022 –“Healing”

20-26 June 2022

By helping others, we
make ourselves better,
and by helping others
heal, we heal ourselves.

Charles Martin Smith



Every year we celebrate the contribution of refugees and people seeking sanctuary in our communities during Refugee Week. In many schools across the country, teachers help children and young people to develop an understanding of refugee experiences that they will carry with them into their adulthood.

The theme of Refugee Week 2022, “**Healing**”, is an invitation to explore an ongoing process of recovering from a painful experience or situations we are restored to health and continue to live.

There are all kinds of ways schools can get involved in Refugee Week, from holding assemblies and dedicated lessons to taking part in creative activities.

During that week Lancashire pupils will be invited to join the **EM/GRT project 'Healing'**.

Share with us what makes you heal or helps you to recover. Or tell us how you helped - or could help - others to rebuild after painful experiences. Make an image using paint, crayons, photography or write a poem or a story on this theme.

Send all your entries electronically via a photo (initials of pupil and school included in the email please) to - izabela.zalewska-ratajczak@lancashire.gov.uk. Please email us the best possible quality image, in JPEG format and preferably landscape.

We will put the images virtually together to create a virtual poster made by Lancashire children which we can share with you and display in many settings.

All entries will be displayed on our website and top ten entries will be incorporated in our poster.

Prizes will be given for the best 3 entries.

Deadline for all entries is Tuesday 28th June 2022.

For more information on activities for Refugee Week, please follow this link: <https://refugeeweek.org.uk/>

Exploring Ethnicity in the Early Years—Can You Help?

Headteachers of maintained nursery schools in England are being asked to consider participating in a BERA-funded research project examining **ethnicity in the early years workforce across UK Maintained Nursery Schools**. It involves two surveys, each less than five minutes to complete.

[Click here to sign up to be part of the research.](#)

You can learn more about the project at www.ethnicityandtheearlyyearsworkforce.uk.



Meet Neetal, our new CELO!

Having said farewell last summer to our friend and colleague Cecil Walsh—now enjoying his well-earned retirement—we are delighted to welcome Neetal Parekh to our team of CELOs. Neetal now introduces herself:

“Hi, my name is Neetal, and I am delighted to join the organisation as a Community Education Liaison Officer.

I am looking forward to bringing my skills, knowledge and experience to my new role. I am passionate about creating opportunities and support to those communities who lack opportunities to access education and resources. I am actively involved in building bridges between the ethnic minority community and education sector through creative projects, dialogues and social media. Over the years I built a strong relationship of trust and respect with the local diverse community in Lancashire that will strengthen further through the opportunities provided as a CELO.”



DON'T FORGET TO REFER EAL PUPILS FOR YOUR FREE VISIT

Our service offers funded advice visits for all international new arrivals, including asylum seekers and refugees, which are free to Lancashire maintained schools.

To arrange support, please complete the referral form under EAL on the Schools Portal.



CONTACTS FOR PREVENT CONCERNS

Lancashire schools - Prevent Lead – Afrasiab.anwar@lancashire.gov.uk
Website – preventforschools.org

WHO CAN HELP?

All Prevent Referrals:

✉ concern@lancashire.police.uk

For support, advice, training and all other enquiries relating to Prevent or Channel, please contact the Lancashire Prevent Team:

☎ 01254 585260

✉ Prevent.team@blackburn.gov.uk

🌐 <https://www.ipreventblackburn.org.uk/>

Channel advice and guidance

✉ Prevent.team@blackburn.gov.uk

Lancashire Police Prevent Team ☎ 101 and ask for the Prevent team. If urgent call 999. If you spot any stickers, graffiti or leaflets take a picture or report the location to sticking@Lancashire.police.uk. Please also CC your organisation's Prevent Lead.



 **Lancashire
Prevent Partnership**



www.lancsngfl.ac.uk/ema



[@EMA_Service](https://twitter.com/EMA_Service)

ENGLISH AS AN ADDITIONAL LANGUAGE NETWORKS FOR SCHOOLS

We hold termly cluster meetings for EAL co-ordinators that provide guidance on good practice, give policy updates and serve as an opportunity to raise concerns, seek advice and network with other EAL staff.

EAL Cluster Meetings

EAL CO-ORDINATORS MEETINGS SPRING 2022

Updates • Briefings on policy and research • Network • Share best practice

March 2022

Focus: Supporting Advanced EAL Learners in Making Continued Progress

Our Coordinators Meetings this term focus on sharing good practice and resources that will help you to support further your advanced EAL pupils (broadly speaking pupils assessed at DfE codes C “Developing Competence” and D “Competent” whose oral abilities may already be comparable to First Language English pupils).



*The fee is £50, but each LCC school may reserve **one place free of charge**.*

Primary & Secondary EAL Network	Online	Monday 14th March 3.45—4.45pm
Primary & Secondary EAL Network	Online	Tuesday 15th March 3.45—4.45pm
Primary & Secondary EAL Network	Online	Monday 21st March 4.00—5.00pm
Primary & Secondary EAL Network	Online	Wednesday 23rd March 3.45—4.45pm

To book your place, visit

<https://clickquestion.lancashire.gov.uk/runQuestionnaire.asp?qid=871781>

(short link: tiny.cc/EALmarch22)



www.lancsngfl.ac.uk/ema



[@EMA_Service](https://twitter.com/EMA_Service)

ETHNIC MINORITY ACHIEVEMENT TRAINING FOR SCHOOLS

We run a program of courses for school staff in conjunction with LDPS. There are courses for all key stages and staff groups. Please click on the links below to book.

Visit <https://lccsecure.lancashire.gov.uk/lpds/courses.asp?subject=EAL> to book a place!

2021-22 Online Courses

Course Title	Date	Time
Supporting EAL Pupils: A Specialist Course for Teaching Assistants (Primary & Secondary) (4-part course)	21/9/21 30/11/21 9/2/22 & 24/5/22	0900— 1600
Equality Network Meeting	29/9/21 9/2/22 18/5/22	1330— 1600
Assessment, Setting Targets and Tracking Progress for EAL Pupils (2-part course) - Online	10/5/22 & 17/5/22	1545— 1700
Getting EAL Parents and Children Reading Together (Primary)	15/3/22	1530— 1730
Using the KS1 Talk Boost Intervention to Boost Children's Language Skills (2-part course)	28/4/22 & 5/5/22	1530— 1730

Teonnie Returns to High School

This is the story of Teonnie who returned to High School after being registered for Elective Home Education. Teonnie now attends Our Lady's High School in Lancaster and has been supported by school and our team. Her attendance is incredible, and her progress is astonishing. She is a credit to her community—an amazing young person.

Teonnie failed to transfer from Primary School to Secondary School because she felt she wanted to do what some of the other Gypsy/Roma Traveller girls were doing. However, her parents soon realised that they wanted more for Teonnie, so they started the journey of her return to school.

Here is Teonnie in her own words:



"The person that encouraged me to come to school was my step mam the only way I would settle into school is that I would have someone with me at first I didn't want to go but then I got there and I liked it, I had somebody with me for a couple of weeks because it was the only way I would settle in and then I thought to myself that it was

the only way i would move forward in life I think most Gypsy/travellers should go to high school I am going to get my GCSE and go to college and move on with my life some other travelling kids go to my school and they enjoy it I'm quite glad I went to school and fingers cross I move on with my life."

Telephone 01772 532429

Email ema.support@lancashire.gov.uk



[@EMA Service](#)