

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

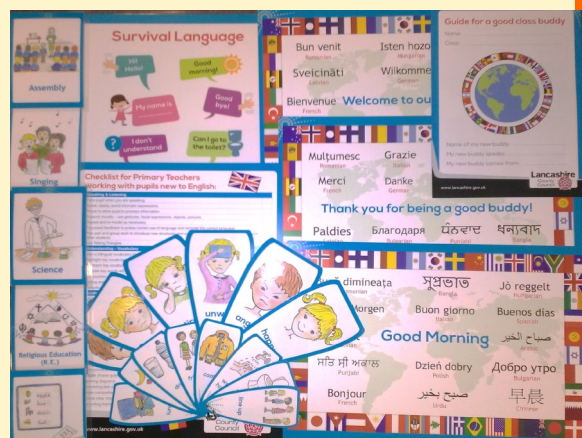
Induction Pack for New Arrivals | EAL Mark | Diverse Reading | School Census Update
| EAL Network Meetings | 2018-19 Course Programme

Autumn 2018

Induction Pack for Pupils New to English Language

'How do we support EAL children when they do not speak English? What language do we work on first? How can we communicate with them?'

We were often asked these questions so in response, we decided to put together this set of materials to support and guide schools and teachers. We wanted to save teachers and school staff as much time as possible and we consulted with Lancashire schools to find out what would be really useful for them.



The pack includes a basic language programme for new arrivals, bilingual resources for parents and fans to support children's communication along with many other items.

The cost is £55 plus £4.95 for package and postage. To order or find out more, please visit: https://www.lancsngfl.ac.uk/projects/ema/index.php?category_id=176

REFER PUPILS TO US FOR ADVICE AND SUPPORT

We can provide advice visits for pupils from an ethnic minority background. These advice visits are funded for certain groups so of no charge for Lancashire maintained schools for international new arrivals or Gypsy, Roma or Traveller pupils.

We also provide telephone and email support.

To make a referral for an EAL learner, please use the referral form on Schools' Portal under E for EAL. To refer other pupils use the contacts below.

Contact Us

Ethnic Minority/Gypsy, Roma and Traveller Achievement Service
County Hall, Preston

Website

www.lancsngfl.ac.uk/projects/ema

Telephone 01772 532429

Email

ema.support@lancashire.gov.uk

CONGRATULATIONS TO NELSON ST. PHILIP'S C.O.E PRIMARY SCHOOL AND BURNLEY HEASANDFORD PRIMARY SCHOOL

Let's celebrate: Lancashire EAL Mark awarded to our first two schools

Across Lancashire, we have schools with very varied and diverse cohorts. This means many schools have pupils and students who are at different stages of learning and developing their English language proficiency.

To support schools in developing their practice in developing English language and to celebrate the great practice that is already going on in schools from the county, we developed the EAL mark. This allows schools to focus on 3 areas:

1. Teaching and Learning
2. EAL assessment
3. Learning environment

We award this to schools who can demonstrate that high-quality language development for EAL is embedded in their practices and procedures in these areas.

At Nelson St Philip's, we could see that school celebrate the diverse language skills in their school, where they currently have pupils who can speak 11 different languages in addition to English. They ensure they are supporting children's language development, whatever stage they are at. This is particularly through their use of a 'Talk for writing' approach which is embedded through all year groups and the use of appropriate interventions, such as Talk Boost KS1. This academic year, they are looking forward to introducing Talk Boost KS2 to support language development in year 3 to 5.



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It enabled me to assess and continually develop my own practice as a teacher working with EAL children. I have found the advice along the way invaluable.

Jenny Barnes, Class Teacher, Nelson St Philip's COE

If you are interested in working toward the Lancashire EAL mark at your school, please email:
Roxana.sardais@lancashire.gov.uk



Closing the Word Gap

The recent Oxford Language Report has found that there is a significant vocabulary gap that is holding back some pupils' learning. ([Link to full report.](#)) This particularly applies to EAL learners who are found to have significant gaps in their word knowledge in Year 9 even if they have been in the UK education system since reception (L. Cameron, 2004). The three top tips from the Oxford language report are:

1. Bringing vocabulary practice into mainstream teaching
2. Focusing on key subject vocabulary, and learning language in context of use
3. Recognising the importance of conversations and wider reading in classroom and at home

We provide a number of training courses to support you developing vocabulary in school. Contact us to find out more.

A Whole School
Approach to
Vocabulary
development





Reading Recommendations

To link in with the Lancashire 'We are Reading' initiative the EMA/GRT team have been focussing on reading and language development.

In each newsletter one of the team will make a recommendation for a book that educates about **different cultures, community cohesion or equalities**.



Home by Alex T Smith

Home is a book about friendship and compromise. Four best friends live together until each decide they want to live in different places. They can't agree, so they go their separate ways, and take different parts of the house with them.

They soon learn that without each other a house isn't a home, so they work together and to find a solution

Recommended by Sam Hoban, GRT Area Lead Teacher

WELCOME TO OUR NEW COMMUNITY TEAM LEADER!

Our new community team leader is Afrasiab Anwar, who some of you will already know through his previous work as the Faith Centre Co-ordinator. Afrasiab has joined our service after 10 years of working with schools and communities across Lancashire promoting interfaith community cohesion. He will be leading our Community Team who support schools and communities working together.



The Lancashire Equality Mark is awarded to schools who have taken measures to embed Equality throughout their practice with the goal of enabling all pupils to thrive in a supportive learning community.

The Equality Mark comprises five individual Equality Badges:

1. Race Equality Badge
2. Gender and Gender Variance Equality Badge
3. Disability Equality Badge
4. Sexual Orientation Equality Badge
5. Religion and Belief Equality Badge

When a school achieves all five badges they will be awarded the Equality Mark and schools can determine their own pathway to the mark. To join the programme or find out more, please visit: https://www.lancsngfl.ac.uk/projects/ema/index.php?category_id=5



**Lancashire
Equality Mark**

A Diverse Diet of Books for Autumn

While books can be entertaining and fun, they can also be a way to broaden horizons and change the way children (and adults) think about the world around them.

Reading books about a range of cultures is essential for two main reasons: Firstly, they allow us to find out about the world in all its wonderful variations. We know from research that getting to know people who are different reduces prejudice. Although meeting different people face to face would be most powerful, this is not always possible. Meeting people through the medium of books can still have a positive effect and make others feel less unknown.



Secondly, books act as role models for children and young people and gives them inspiration and ideas of new possibilities. Seeing aspects of their lives reflected in books has a great effect on raising children and young people's self-esteem.

In a world where there are more and more concerns about people seen as "others", books can help to prepare young readers for their place in society and improve their understanding of and empathy towards people who are different from themselves. Finally, reading a book means you can escape to another world wherever you are.

Resources:

www.letterboxlibrary.com for books celebrating equality and diversity.

www.theguardian.com/childrens-books-site/2014/oct/13/50-best-culturally-diverse-childrens-books

ENGLISH AS AN ADDITIONAL LANGUAGE NETWORKS FOR SCHOOLS

Termly cluster meetings for EAL leads

Time: **2:45—4:15pm** Focus: **Using ICT to support EAL development**

Primary and Secondary Central	Moor Park High School, Preston, PR1 6DT	Monday 19 November 2018
Primary and Secondary East	Peel Park Primary Accrington, BB5 6QR	Tuesday 20 November 2018
Primary and Secondary North	Bowerham Community Primary Lancaster, LA1 4BS	Wednesday 21 November 2018
Primary and Secondary East	Marsden Heights Community College, Nelson, BB90PR	Thursday 22 November 2018

These are FREE of charge to Lancashire maintained schools. Otherwise the cost is £50

To book a place: <https://lccsecure.lancashire.gov.uk/corporate/questionnaires/runQuestionnaire.asp?qid=760295>

Clarification on School Census

The DfE has decided to **remove** a number of data items from the spring school census (January).

From 2016, the following data sets were added to the spring school census:

EAL Language Proficiency
Country of Birth
Pupil Nationality

However, these are **no longer** required as part of the school census and have been removed.

In terms of EAL Language Proficiency, it is still important to assess the English language development for EAL pupils and students, particularly those new to learning English or those at a different stage of learning English than the rest of your cohort, but you do not need to report this to the Department for Education or express this as an English Language Proficiency code (A-E code). There are a number of assessment frameworks you can use; please contact us for further advice on this.



Schools may wish to consider whether they need data regarding pupils' nationality and country of birth as they no longer need to report on this to the DfE and may wish to remove this from their data collection forms and parent/guardian induction interviews.

DATA ITEMS STILL REQUIRED FOR SCHOOL CENSUS

Ethnicity and **language** (first language) should still be collected and parents/guardians or pupils may not opt out. However they **must** always be reported as declared by the parent/guardian or pupil (where they are deemed mature enough). In addition, parents/guardians or pupils must be made aware of their right to decline to provide these data items (ethnicity and language) and where they have exercised this right, the code 'refused' should be used on the census.

If ethnicity has not been reported but neither has it been refused, schools must select 'NOBT' (information not yet obtained).

For the language code, which is used for school funding, schools **must not** ascribe a specific language to the pupil. The codes ENB (Not known but believed to be English) or OTB (Not known but believed to be other than English) can only be used when:

- the pupil's first language is not known with absolute certainty,
- parents have not responded to all enquiries, and
- school is able to judge with a high degree of confidence whether the pupil's language is English or not.

Ethnicity is collected as part of the spring census.
Language is collected in all 3 censuses.

Definition of Terms:

Ethnicity and Nationality - It is easy to confuse ethnicity and nationality, but these are different. Nationality refers to the country where you were born or hold citizenship in. Ethnicity refers to your cultural identity based on your language customs and traditions. It relates to how a person feels and not how others perceive them.

Language other than English - where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or community.

EAL Learner – children are regarded as EAL by the DfE if, on the census, they have language recorded as other than: 'English', 'Believed to be English' or 'British Sign Language'.

Link to DfE document for further guidance on the school census.

<https://www.gov.uk/government/publications/school-census-2018-to-2019-guide-for-schools-and-las>

EAL Funding

EAL funding for pupils is not dependent on where pupils are born or their nationality.

The pupils eligible for funding through the national funding formula EAL factor are pupils recorded on the census as having entered state education in England during the last three years, and having been exposed to a mother tongue other than English (EAL3). The following funding is then allocated per pupil per year for the first three years in state education in England:

Primary EAL £515

Secondary EAL £1,385

<https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs>

CONTACTS FOR PREVENT CONCERNS

There are two teams of locally based Prevent Officers covering the whole of Lancashire who work with communities and our partners. They can be contacted using the following details:

East Division: (Blackburn, Burnley, Hyndburn, Ribble Valley, Pendle & Rossendale)

Telephone: 01254 353541/ 91

Sgt Katherine McIntyre: Kathryn.McIntyre@lancashire.pnn.police.uk

West & South Division: Preston, Lancaster, Skelmersdale, Blackpool etc.)

Telephone: 01772 209733 / 830

Sgt James Neale: James.Neale@lancashire.pnn.police.uk

This Safeguarding Team of the Counter Terrorism Branch (CTB) : 01772 413029

Team led by D/Sgt 1436 Maxine Monks / Email: concern@lancashire.pnn.police.uk

Please contact any of the above if you have a concern, are unsure whether you need to make a Channel referral or want to discuss an open case. We are happy to help, discuss and guide you. Remember it's got to be a Prevent/Channel concern i.e. there is a worry around radicalisation or extremism or potential for the same.

If out of hours and you have a concern that you feel needs **urgent action** then please consider the telephone numbers below and ask that Counter Terrorism Branch are informed.

Police Emergency 999 / Police non-emergency 101 / Anti-Terrorism Hotline 0800 789 321

Remember, it's just safeguarding ...

And all referrals will be dealt with sensitively and proportionately.

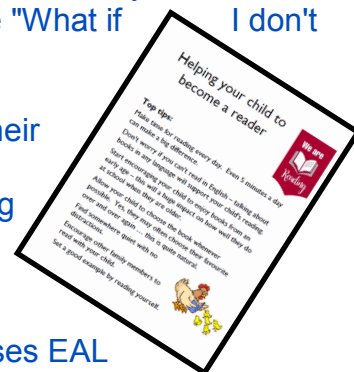
Helping Parents to Support their Child's Reading

EAL parents are often unsure about reading with their child, especially if they are not a confident speaker or reader of English. They may worry they are not pronouncing English phonemes correctly – and this can be difficult in a second language as I am sure some of you remember from French or German in your school days. Another concern can be "What if I don't know what a word means?"

These issues and others can mean EAL parents avoid reading with their child for fear of holding them back. Research shows parents who support their child in reading at home have a positive effect on reading attainment, whether the parent reads in English or indeed reads at all.

Working with the English Team, we have produced a leaflet that advises EAL parents on reading with their child. This is available in 11 languages: **Arabic, Bulgarian, Czech, Hungarian, Kurdish Sorani, Latvian, Lithuanian, Polish, Romanian, Russian and Urdu.**

This leaflets are freely downloadable for sharing with parents on:
http://www.lancsngfl.ac.uk/projects/ema/index.php?category_id=157



To book on these courses go to:

<https://lccsecure.lancashire.gov.uk/lpds/courses.asp?subject=EAL>

Course Title	Date	We run a program of courses for school staff in conjunction with LDPS in addition to bespoke in service training. There are course for all key stages and staff groups. Please click on the links below to book. The great majority of participants on our courses rate our courses as 5 out of 6 or above.
Assessing the Language Proficiency of EAL Learners and the 'EAL or SEN? Language barrier or learning need?' Toolkit – Part 1	19 October 2018 am	
Assessing the Language Proficiency of EAL Learners and the 'EAL or SEN? Language barrier or learning need?' Toolkit – Part 2	19 October 2018 pm	
How to integrate and Teach New Arrivals, Targeting EAL Pupils codes A and B	4 October 2018	
Closing the Word Gap: A Whole School Approach for Developing Vocabulary in English and Across the Curriculum	10 October 2018	
Teaching Assistants and EAL: Effectively supporting EAL learners	1 November 2018	
Supporting EAL Children in Pre-school settings and reception classes	24 January 2019	
Developing Language for EAL Students Across all Subjects	30 January 2019	
Develop Language for Learning, Targeting EAL Pupils Codes C and D	1 May 2019	

All Together Now Activity Day



Multicultural Day at Fishwick Primary School July 2018

At the end of the summer term members of the EMGRT Achievement Service visited Fishwick Primary School, Preston, for children to learn about other cultures in their community and beyond.

The children have learnt a lot in a short time.

Class teacher



There were a variety of workshops in the morning, and dancing in the afternoon. The children found the activities fun and found out lots of new things. Some children found it an opportunity to celebrate their own culture. Pupils proudly shared with the groups, "That's my culture that we are learning about today". Experiences such as these will support raising the pupils' self-esteem and break down barriers.

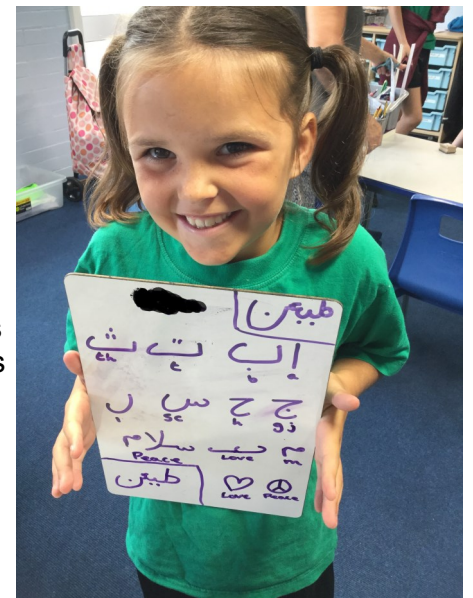
The day was full of practical activities and information such as -

- making paper flowers, a traditional GRT craft
- writing own name in Arabic script
- information about Polish culture

Reception children enjoyed using animal puppets and learning how animals around the world 'speak'.

In the afternoon, the school was filled with music with all children experiencing Bollywood Dancing in traditional costume, and Morris Dancing. The day ended with a celebration including performances of both dances in the hall.

If you are interested in finding out more about this for your setting, please email us for more details.



Contact Us

Ethnic Minority and Gypsy, Roma and Traveller Achievement
County Hall, Preston PR1 0LD

Website

www.lancsngfl.ac.uk/projects/ema

Telephone

01772 532429

Email

ema.support@lancashire.gov.uk