

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

EAL Language Mark | Resources | Heartstone Project | Reading Together
EAL Network Meetings | Curriculum Packs | 2017-18 Course Programme

May 2017

NEW EAL LANGUAGE MARK TO CELEBRATE GOOD EAL PRACTICE IN LANCASHIRE SCHOOLS

The EAL Language Mark will be awarded by Lancashire County Council to schools that can demonstrate that high-quality language development for EAL is embedded in their practice and procedures.

Working through this self-evaluation process to develop a whole school awareness and approach will allow schools to develop an effective and efficient way to support English Language development. It will foster consistency and progression and the sharing of skills and knowledge. It will support EAL pupils' learning in all subjects and may well benefit the language skills and learning of other pupils in schools.

Any schools that are interested in joining our first cohort of schools to work through this process in the next academic year, please contact:

Roxana Sardais - roxana.sardais@lancashire.gov.uk

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.

Contact Us

Website

www.lancsngfl.ac.uk/projects/ema

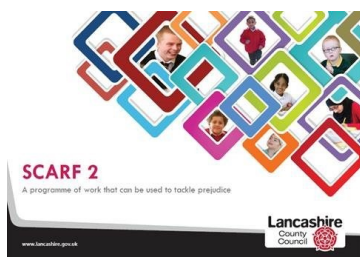
Telephone

01772 532429

Email ema.support@lancashire.gov.uk

RESOURCES AVAILABLE FROM OUR SERVICE

SCARF 2: A programme of work that can be used to tackle prejudice



A pack of lessons originally developed as part of the SCARF (Schools Citizenship / Cohesion Anti-Racism and Football) School linking project which used football as the vehicle for engaging young people from Key Stages 2, 3 and 4 in anti-racism and multicultural education. They have been updated to allow consideration of other forms of prejudice including, but not limited to, disability, sexism, Islamophobia and homophobia and can be incorporated into British Values, SMSC and PSHE areas of the curriculum across Key Stages 2, 3 and 4.

Optional add-on packages which include access to training and support for delivery can be purchased at an additional cost.

Please contact EM/GRT Support to discuss your requirements: ema.support@lancashire.gov.uk

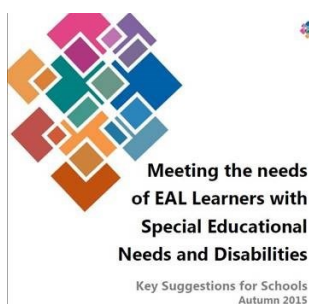
EAL? SEN and EAL? Steps to determine need



This resource will provide schools with a guide to help them ensure that their EAL learners receive the necessary support and that their EAL pupils who are not making expected progress reach their full potential. It will give a clear framework that will help schools put in place appropriate support for EAL learners and uncover any underlying problems that an EAL learner may be experiencing.

This includes: Learning Environment, teaching and learning strategies for EAL pupils, Suggestions for Assessment for EAL learners along with other helpful advice and checklists.

Please note that these suggestions are not intended to provide any kind of diagnosis of SEND. For a fuller diagnosis of individual needs you will need to work through the formal channels involving an Educational Psychologist.



Meeting the needs of EAL Learners with Special Educational Needs and Disabilities

This resource has been developed to help staff in schools meet the needs of EAL learners, who have special educational needs and disabilities.

The resource is intended to be an 'ideas bank' and it will help staff ensure they meet the needs of ALL the learners. Teachers and SENCOs 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 part includes suggestions for specific categories of need:

- Moderate learning difficulties
- Autism
- Severe Learning difficulties
- Sensory impairment
- Specific Learning difficulties
- Social Emotional and Mental Health

Please note that these suggestions are not intended to provide any kind of diagnosis of SEND. For a fuller diagnosis of individual needs you will need to work through the formal channels involving an Educational Psychologist.

POLISH AND RUSSIAN GCSEs

For many years, our service has contributed to the success of students taking Polish and Russian GCSE examinations by delivering preparatory sessions and oral examinations.

This year, another 21 students in Lancashire sat a GCSE exam in their home language – we hope with great success. The opportunity to sit a GCSE in one's native language is important for some students, especially for those who struggle in other subjects, because it can build-up their confidence for their remaining GCSE exams. Consequently, we encourage schools to give all English as second language students the chance to take an additional GCSE in their home language. From our own experience, we know that students value this opportunity.

If your students are interested in taking *GCSEs in Polish or Russian language* please get in touch with Izabela.zalewska-ratajczak@lancashire.gov.uk

THE HEARTSTONE ODYSSEY PROJECT

What it is? - 'The Heartstone Odyssey' project follows out of a fantasy story centred on a female heroine, Chandra, and documents her quest to overcome intolerance, prejudice and racism in collaboration with her allies – the mice.

It is a magical story for 8 to 12 year olds, which raises awareness and promotes discussion around racism and prejudice. It has a core message of 'live and let live', which supports work around the value of tolerance in schools.



What is the project's aims?

To build cohesion and engage community understanding of other cultures.

What's in the resource pack?

A class set of the Heartstone Odyssey novel, photo posters to generate discussion and one set of notes with teaching points for each chapter.

Who was involved?

10 primary schools in Lancashire have trialled the project in their schools with year 5 and 6 classes.

What was the impact?

The schools used the resources in different ways as suited their settings but in all cases, the pupils responded very positively and it allowed them address and discuss issues, which can often be hard to broach. Schools did find that the reading level of the novel was quite challenging and may be more suited to year 6 or year 7 pupils, although pupils still benefited from hearing the teacher read the book to them.

In one school, Lomeshaye Primary School, they used the book in their English lessons as a 'novel with a theme' in addition to using it more creatively in sessions that culminated in a 'Diversity' performance for parents. Pupils responded well to this work, with one commenting, "It is good that we are tackling racist comments and insults so that we know how to react to it if we ever encounter it." Another pupil said, "We are more aware of what can happen to certain individuals who may be victims of racism and we can learn from mistakes in the past."

If you are interested in borrowing these resources, for use in your own school or, if you would like to find out more from one of the schools, who took part in the project, please contact us and we can put you in touch with them.

THE READING TOGETHER PROJECT



What is it?

A reading project for parents and pupils in year 2 or Year 3. It is aimed at children with Pakistani heritage but could be used for other ethnic minority groups. It involves pupils and parents attending 30 mins sessions for 6 weeks, working with the text Mirror.

What is the project's aims?

To explain to parents how to support reading at home and to teach parents some dialogic reading techniques to support pupils in developing a positive view of themselves as a reader through using an identity text.

Who was involved?

Pupils from Year 3 and their parents from St. Matthews CE School in Preston and the school's EAL coordinator, Rubia Mirza.

What was the impact for the Parents?

All parents after the project indicated the importance of talking about their child's reading to help to encourage them with their reading. Four of the parents seemed to have understood that acting as role model for reading had an impact on their children's reading habits and increased the frequency of their reading, with one parent reporting their had changed their own reading habits from not reading at all to reading every day.

What was the impact on the children?

The pupils reported enjoying the group and seemed very keen to attend and some of the pupils said that it was important to have parents there to help them and encourage them. Two of the boys spoke about wanting to read more with their fathers, which they had been able to do whilst taking part in this project.

All 6 children improved their self-rating on a 'How good a reader do you think you are?' scale of 1 (not a very good reader) to 10 (an excellent reader). Furthermore, 4 of the children moved from a score of 5 or 6 average reader to 9 or 10 excellent reader. In their large scale survey Clark and Douglas (2011) reported that most young people rated themselves to be either average at reading (45%) or very good at reading (50%) and found a strong relationship between self-reported reading ability and reading attainment.

We would like to run this project in more schools to further evaluate it so if you are interested in trialling this project at your school, please contact us. It is aimed particularly at pupils of Pakistani heritage, who can decode but do not take pleasure in their reading.

Contact Us

Ethnic Minority and Gypsy, Roma and Traveller Achievement

Website

www.lancsngfl.ac.uk/projects/ema

Telephone

01772 532429

Email

ema.support@lancashire.gov.uk

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.

Meetings run from 2.30-4.25pm. To book a place, go to:

<https://lccsecure.lancashire.gov.uk/corporate/questionnaires/runQuestionnaire.asp?qid=712474>

Primary & Secondary Central	Moor Park High School, Preston, PR1 6DT	Monday 19th June 2017
Primary & Secondary North	Bowerham Primary School, Bowerham Lane, Lancaster LA1 4BS	Tuesday 20th June 2017
Primary & Secondary East (1)	Mount Carmel RC High, Wordsworth Rd, Accrington BB5 0LU	Wednesday 21st June 2017
Primary & Secondary East (2)	Springfield Primary School, Oxford Rd Burnley B11 3HP	Thursday 22nd June 2017

Briefings on policy and research • Network • Share best practice

Focus on Community

TRAVELLERS' TALES

In March this year, More Music hosted an evening of tunes, songs and stories from the Gypsy, Romany and Traveller communities of Lancashire and beyond. As well as traditional tunes and songs from Cumbrian Bill Lloyd and the inspiring Simon Doyle Family Band, the session provided a showcase for new songs written with GRT young people following visits by the More Music team to Traveller sites and homes in the summer of 2016.

These heartfelt and powerful songs can help give pupils an insight into a local Traveller community from the point of view of GRT young people. The songs are available on SoundCloud:

<https://soundcloud.com/more-music-in-morecambe/sets/traveller-tales>



HUE-MAN TIME MACHINE HISTORY CURRICULUM PACK

This curriculum pack takes the longest view of human history from our common beginnings in Africa over 3 million years ago to help children discover the incredible story of how humans left Africa to colonise the world. Pupils will find out how this journey changed these African ancestors into the people of today. The scientific evidence suggests that everyone alive today who is not African descends from just one successful, tiny group which left the continent in a single crossing around 70 thousand years ago.



The story of this journey provides an exciting way for pupils to explore how human achievements before recorded history – such as fire, stone and wooden tools, working with fabrics, ways of preserving food, navigation, social organisation and communication – enabled humans to migrate to, survive in and eventually master environments in every part of the globe. This resource is being trialled with a number of Lancashire schools. If you would like to find out more about this pack, please contact us.

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. The great majority of participants on our courses rate our courses as 5 out of 6 or above

To book on these courses go to:

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

2017/2018 EAL Course Programme

Assessing EAL learners using the NASSEA framework and the 'EAL or SEN? Language barrier or learning need?' Toolkit – Part 1

Tuesday 26 Sep 2017, 9:30 AM - 12:00 PM. Farington Lodge, Leyland, PR25 4QR

Assessing EAL learners using the NASSEA framework and the 'EAL or SEN? Language barrier or learning need?' Toolkit – Part 2

Tuesday 26 Sep 2017, 1:00 PM - 3:30 PM. Farington Lodge, Leyland, PR25 4QR

How to Integrate and Teach New Arrivals

Tuesday 10 Oct 2017, 9:30 AM - 3:30 PM. Farington Lodge, Leyland, PR25 4QR

Supporting EAL pupils for Teaching Assistants

Tuesday 17 Oct 2017, 9:30 AM - 3:00 PM. County Hall, PR1 0LD, Preston

Differentiating for Language Developments to Meet the Needs of All EAL Learners

Thursday 09 Nov 2017, 9:30 AM - 3:30 PM. City Learning Centre, Towneley Park, Burnley, BB11 3JT

Empowering EAL Pupils to be Effective Writers and Readers

Tuesday 21 Nov 2017, 9:30 AM - 3:30 PM. City Learning Centre, Towneley Park, Burnley, BB11 3JT

Developing Early Writing in Nursery: Getting them ready to write! Age 3 - 4

Tuesday 16 Jan 2018, 9:30 AM - 3:30 PM. Farington Lodge, Leyland, PR25 4QR

Cultural Diversity and Community Cohesion in Schools

Wednesday 31 Jan 2018, 1:15 PM - 4:00 PM. Seven Stars Early Years Centre, Leyland, PR25 1TD

Using Speaking and Listening to Develop Language for All EAL Learners

Tuesday 27 Feb 2018, 9:30 AM - 3:30 PM. Seven Stars Early Years Centre, Leyland, PR25 1TD

Working with EAL Learners in Secondary Schools

Tuesday 06 Mar 2018, 9:30 AM - 3:30 PM. Seven Stars Early Years Centre, Leyland, PR25 1TD

Teaching and Learning Strategies for all EAL Learners

Wednesday 16 May 2018, 9:30 AM - 12:00 PM. Seven Stars Early Years Centre, Leyland, PR25 1TD

Professional Development for Polish-Speaking Teaching Assistants

Tuesday 12 Jun 2018, 9:30 AM - 12:00 PM. County Hall, PR1 0LD, Preston

Contact Us

Ethnic Minority and Gypsy, Roma and Traveller Achievement
1st Floor, Winckley House, Cross Street, Preston PR1 3LT

Website

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