

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

Refugee and Asylum Seeker Pupils | Education in Latvia | EAL Co-ordinator Network  
Africa in the Classroom | 2015-16 Course Programme

**October 2015**

## TWO COURSES IN ONE!

### Meeting the Needs of EAL Learners with SEND

Wednesday 02 Dec 2015, 9:30-3:30

Appropriate for Foundation; KS1; KS2; KS3; KS4; £165 per person

Due to popular demand we are presenting a full day course which aims to help schools improve the support they provide for their EAL learners with different types of SEN and disabilities. This course will bring together expertise from educational psychologists and EAL professionals to help address issues faced by increasing numbers of schools. It builds on the content included in two courses. You will:

- Learn how to identify those EAL learners who may have SEND
- Learn about practical strategies to support EAL learners with SEND at different key stages
- Assess the effectiveness of a range of assessment tools
- Consider different cultural attitudes to SEND

Participants will receive two sets of resources that will help them:

- Carry out the necessary checks and assessments that will help determine whether an EAL learner may have SEND
- Tailor their provision to meet the needs of EAL learners with different types of SEND and help them progress and reach their potential

This course will help teachers respond to the strengths and needs of ALL their learners (Teachers' Standards) and set aspirational targets for ALL their pupils (Ofsted 2015). And will help schools ensure their SEND provision meets the need of ALL their learners.

To book a place [Click here](#) or contact LPDS by Tel: 01257 516100 or Email: [lpds@lancashire.gov.uk](mailto:lpds@lancashire.gov.uk)

### EAL CO-ORDINATOR NETWORK

All staff with responsibility for improving standards for EAL learners in Lancashire schools are invited to attend an EAL Co-ordinators meeting this term. These meetings will be an opportunity to network with staff from other schools, share ideas and be inspired by each other's experiences. The focus for this term's meetings is **Admission and Induction of EAL pupils**. EAL admission and induction is key to ensuring pupils' progress and is an effective part of good EAL provision.

Participants will learn about good practice in relation to welcoming international new arrivals and their families, they will review a variety of examples of welcome packs and find out about a wide range of EAL resources available for admission and induction for primary and secondary schools. This meeting will help ensure schools have the necessary systems in place and resources available for the effective admission of EAL pupils. **Please bring examples of commercial or home-made welcome packs and admission systems currently (or previously) used in schools.**

The regular fee is £50 but each LCC school may reserve one place free of charge. The meetings this term run from 2:30—4:15pm. **Details of dates, venues and how to book places on Page 4 of this newsletter.**

### Contact Us

Ethnic Minority and Gypsy, Roma and Traveller Achievement  
Room 406, Joint Divisional Offices, East Cliff, Preston PR1 3JT

**Telephone** 01772 532429

### Email

[ema.support@lancashire.gov.uk](mailto:ema.support@lancashire.gov.uk)

## WHO IS A 'REFUGEE'? WHO IS AN 'ASYLUM SEEKER'?

The majority of people coming to the UK to seek asylum arrive at the coastal ports or airports of the south-east of the country. The UK Border Agency strategy is to move a significant proportion of individuals and families on to 'Dispersal Areas' in order to spread the load of meeting their needs across numbers of different local authorities. Preston is already a Dispersal Area other districts have been asked to voluntarily accept a number of families in addition to the quota of families assigned to Preston. As this process rolls out, it is increasingly likely that schools across Lancashire may receive asylum seeker pupils over the coming academic year. So what exactly is an asylum seeker? And what about refugees and economic migrants? If you are not sure about these terms, here are the definitions given on the [UK Refugee Council website](#):

### Refugee

*"A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it."* (The 1951 United Nations Convention Relating to the Status of Refugees)

In the UK, a person is officially a refugee when they have their claim for asylum accepted by the government.

### Asylum Seeker

A person who has left their country of origin and formally applied for asylum in another country but whose application has not yet been concluded.

### Refused asylum seeker

A person whose asylum application has been unsuccessful and who has no other claim for protection awaiting a decision. Some refused asylum seekers voluntarily return home, others are forcibly returned and for some it is not safe or practical for them to return until conditions in their country change.

### Economic migrant

Someone who has moved to another country to work. Refugees are not economic migrants.

## WELCOMING REFUGEE PUPILS

Refugee and asylum seeker children in Britain are a diverse group. Some children may arrive in the UK with both parents; others may only have one parent caring for them. Some children may live with older brothers and sisters, or with relatives and friends. Other children arrive alone and unaccompanied, without a parent or carer. Schools and early years providers can play a vital role in promoting the wellbeing of refugee children, helping them to rebuild their self-esteem and friendships, and achieve with their learning. Schools and early years settings are often very positive about how the presence of refugee and asylum seeker children has enriched the life of the school community and the learning environment. Refugee families are supportive of schools and their children can be highly motivated to learn and make progress.

Refugee and asylum seeker children aged 5-16 have the same entitlement to full-time education as other children in the UK. Local authorities and schools are required to demonstrate an awareness of diverse groups of pupils and their different needs, including refugee and asylum seeker children. Effective admission and induction procedures for all new arrivals in schools and early years settings can provide teachers with opportunities to identify which children are likely to be from a refugee and asylum seeker background. It is not necessary for schools to ask to see immigration and asylum documents (although families may choose to show these if they have no other form of identification), nor ask parents and carers direct questions about their immigration status. Teachers should avoid asking questions such as 'Are you a refugee?' A child's country of origin, their ethnic background and the language (s) spoken by a family are often sufficient for identifying refugee and asylum seeker children.

**More information for schools about refugee and asylum seekers can be found on the [NALDIC website](#).**

## EM-GRT SERVICE SUPPORT FOR REFUGEE and ASYLUM SEEKER PUPILS

Whilst the numbers of refugee and asylum seeker pupils in Lancashire is relatively low, we may be able to offer a limited amount of free support for refugee and asylum seeker pupils in Lancashire schools. Remember that the overwhelming majority of international new-arrival pupils are not asylum seekers but economic migrants or are coming to the UK for family reasons. Decisions about the allocation of any free support is made on a case-by-case basis. Service provision for asylum seeker pupils will be reviewed in the near future. In the meantime, if you have any questions about support for a newly arrived refugee or asylum seeker pupil, please contact our service.

As well as support for language development and EAL strategies in the classroom, the EM-GRT service also provides information about the national and cultural backgrounds of ethnic minority pupils. This can provide useful insights to inform conversations with parents, provide a basis for engagement with communities and provide materials to enrich the curriculum and the life of the school.

Although the majority of new arrivals from eastern Europe are from Poland, significant numbers are also coming from Latvia, which is the subject of the **'Country Focus'** in this edition of our newsletter.

## COUNTRY FOCUS: LATVIA

### Pre-school education (ISCED level 0)

5-7 year-old children have to participate in pre-school programmes provided by general education establishments or kindergartens as a part of the compulsory basic education. The objective of the pre-school education is to foster general development of children and ensure readiness to enter the primary stage of basic education.

### Nine-Year Basic Education (ISCED level 1 and 2)

Basic education in Latvia is compulsory. Children attend school from the year in which they turn seven. Basic education lasts nine years, consisting of four years at elementary school and five years at primary school. During the nine years of basic education, children are taught Latvian language, mathematics, music, visual art, sports, social sciences and domestic science. From the first till sixth year, natural sciences are also taught. Pupils can choose ethics or Christian education from first to third grade. First foreign language is taught from the third grade, and after three years of teaching the second foreign language begins. Literature starts at grade 4; Informatics is taught from grade 5 till 7. History is taught from the sixth grade, while biology and geography lessons begin in grade 7, physics and chemistry in grade 8. A certificate is issued on completion of the basic education curriculum. After finishing their basic education, most young people continue their education at secondary school, while about a third attend a vocational school.

### Special needs education

Special schools or special education classes within general education schools provide education for children with special needs that correspond to their individual health condition. The structure of special education is very similar to that of mainstream education providing opportunities for pupils with special needs to attain knowledge in general education subjects as well as general skills with a strong emphasis on applicability of the acquired knowledge and skills in order to facilitate social inclusion.

## TODAY'S AFRICA IN THE CLASSROOM

The over-representation of Black and Black Mixed Heritage (B/BMH) pupils in exclusion data and the gap in achievement of a significant proportion of B/BMH pupils by the end of KS4 remains a national concern. Negative stereotypes of 'Black Culture' are still prevalent and young B/BMH pupils can struggle to develop a positive sense of self-identity. This can be a factor underlying the negative responses of some B/BMH pupils when facing challenges—particularly as they move from primary school to secondary school. Many B/BMH parents and children still place value on the African origins of their relatives and communities, even if this was many generations ago. Schools can make a significant contribution to B/BMH pupil's sense of their identity and culture being valued by ensuring that all pupils in school learn to appreciate Africa as a continent which is diverse, modern and is a positive member of the world community.

'Our Africa' (<http://www.our-africa.org/>) is a curriculum resource produced by the charity SOS Villages which, since 1949, has provided care and support in village-style communities for children orphaned or separated from the families for other reasons. 'Our Africa' sprang out of a series of workshops with a professional cameraman across Africa who taught groups of local children in SOS villages how to plan, script, shoot and edit a film. The children involved (ranging as young as seven to as old as 23) then took cameras around their villages and communities, interviewing, talking, depicting their lives and proudly showing off the results to their friends. The videos produced have been put together on an engaging, interactive website along with background information about each country in the African continent. The materials provided can readily be adapted for use in any key stage.

*"The beauty of 'Our Africa' is that it shows children in the UK the similarities between their own lives and children living in Africa. As well as showing the obstacles that many young people face living in Africa, it essentially shows young people with similar mindsets, ambitions, hopes and interests. It is a great learning tool."* (Head-teacher)

Two members of the EM-GRT team, **Paick Nzvede**, who was born in Zimbabwe, and **Cecil Walsh**, born on the island of Dominica in the Caribbean, are available to work alongside teaching staff to deliver lessons about Africa's diversity, place in world history and contribution to UK and global culture.

## ETHNIC MINORITY ACHIEVEMENT NETWORKS FOR SCHOOLS

**EAL Network** (Meetings run from 2.30-4.25pm)

To book a places [Please press control and click here](#) or ring us on 01772-532429

*Free of charge  
to LCC Schools*

Primary Central	St Anne's Primary School, Slater Lane, Leyland PR25 1TL	Monday, 16 <sup>th</sup> November
Primary North	Bowerham Primary School, Bowerham Lane, Lancaster LA1 4BS	Tuesday, 17 <sup>th</sup> November
Primary East	Springfield Primary School, Oxford Road, Burnley B11 3HP	Thursday, 26 <sup>th</sup> November
Secondary	Moor Park High School, Moor Park Avenue, Preston PR1 6DT	Wednesday, 11 <sup>th</sup> November

**GRT Achievement Network** (Meetings run from 1.30-3.30pm)

To book a place, please contact Sam Hoban ([samantha.hoban@lancashire.gov.uk](mailto:samantha.hoban@lancashire.gov.uk)) or 07812-

*Free of charge  
to LCC Schools*

Central, South, Fylde & Wyre	Burscough Priory Science College, Trevor Road, Burscough, L40 7RZ (Please confirm attendance by e-mailing: <a href="mailto:seb.smith@lancashire.gov.uk">seb.smith@lancashire.gov.uk</a> )	Tuesday 13th October, 13:00 - 15:00
North	Westgate Children's Centre, Langridge Way, Westgate, Morecambe, LA4 4XF (Please confirm attendance by e-mailing: <a href="mailto:eileen.mullervy@lancashire.gov.uk">eileen.mullervy@lancashire.gov.uk</a> )	Wednesday 14th October 13:00 - 15:00
East	St. John the Baptist, Thames Avenue, Burnley, BB10 2PZ (Please confirm attendance by e-mailing: <a href="mailto:samantha.hoban@lancashire.gov.uk">samantha.hoban@lancashire.gov.uk</a> )	Thursday 15th October 13:00 - 15:00

## 2015-16 Courses for Schools: Supporting EAL learners

Course Title	Key Stage(s)	Date and Time	Price
Supporting New Arrivals - How to create a welcoming environment, assess and teach new arrivals	KS1; KS2	Tuesday 20 Oct 2015, 9:30 - 12:00	£85
Supporting new arrivals in secondary schools -best practice for EAL learners	KS3; KS4	Wednesday 04 Nov 2015, 9:30 - 12:00	£85
EAL learners - a very practical course for teaching assistants working with EAL learners	Foundation; KS1; KS2; KS3; KS4	Tuesday 10 Nov 2015, 9:30 - 12:00 Thursday 04 Feb 2016, 9:30 - 12:00	£85
Practical strategies to support EAL learners in pre-school settings and reception classes	Foundation	Tuesday 17 Nov 2015, 9:30 - 12:30	£85
Improving Links with East European Families	KS1; KS2; KS3; KS4	Tuesday 24 Nov 2015, 9:30 - 12:00	£85
Meeting the needs of EAL learners with SEND	Foundation; KS1; KS2; KS3; KS4	Wednesday 02 Dec 2015, 9:30 - 3:30	£165
Develop language for learning - make the curriculum accessible for EAL learners	KS1; KS2	Wednesday 20 Jan 2016, 9:30 - 12:00	£85
Making your subject accessible for EAL learners	KS3; KS4	Wednesday 27 Jan 2016, 9:30 - 12:00	£85
Teaching and Learning strategies for all EAL learners	KS1; KS2	Tuesday 15 Mar 2016, 9:30 - 12:00 Wednesday 25 May 2016, 9:30 - 12:00	£85
Using games to support EAL learners in developing oracy and literacy skills in English	KS2; KS3	Tuesday 17 May 2016, 9:30 - 12:00	£85
Professional Development for Polish speaking Teaching Assistants	Foundation; KS1; KS2; KS3; KS4	Monday 13 Jun 2016, 9:30 - 12:00	£85