

**Welcome to the BFLP April e-bulletin!**

This month the theme is Asylum Seekers and Refugees.

**Upcoming Events**

**Supporting New Arrivals who are New to English ([Online Course](#)): Begins May 2.** This online course is for primary and secondary school staff seeking guidance, strategies, and resources for supporting newly arrived pupils who are new to English, including those who are refugees or asylum seekers.

**Leading a Whole-School Strategy for EAL ([Online Course](#)): Begins June 6.** This course provides school leaders with evidence-based guidance and resources to advance a whole-school strategy for EAL provision

**Embedding Language for Learning in Multilingual Schools ([Online Course](#)): Begins June 13.** This course will help to arm teachers with a good understanding of the language demands of the curriculum, and strategies to teach those specific language features, so that they will be in a strong position to plan and teach lessons that support the language development of learners who use EAL at the same time as teaching curriculum content.

**Supporting Ukrainians in Schools: 26 April 2023 at 4pm.** This free [webinar](#) from REUK is suitable for teachers in primary and secondary schools and colleges. It aims to provide practical tools for supporting young refugees to flourish in the UK education system.

**[A day of Welcome: Schools of Sanctuary, Norfolk](#): 16 June.** A day of solidarity and learning in schools that aims to build a culture of welcome and understanding for refugees and asylum seekers, and to support Refugee Week. We provide more than 50 free resources and activities for KS1-KS4 that make it easy for schools and families to participate in school, and at home.

**[Understanding and supporting our refugee children and their parents/ carers](#):** Free event, hosted by Evidence for Learning on **16 May**, in London.

**Schools of Sanctuary Refugee Week Launch:** Free online event 16.00-17.00, **25 April**. [Register here](#).

**Recent News, Reports, and Resources**

**[Refugee children from Afghanistan](#):** Newly published [guidance](#) on the Afghanistan resettlement education grant.

**Trauma informed ESOL for refugees:** [Self access training](#) and workshops from the University of Leicester.

**[How Can I Teach Refugees, Migrants and IDPs Effectively?](#)** In this British Council Teaching English podcast, teacher / trainer Brian Lally talks about his work and research in Lebanon with Syrian refugees and identifies several core principles that teachers can employ.

**[Understanding sanctuary, refugees, conflict, and Russia's war in Ukraine](#):** New teaching [resources](#) from Aberystwyth University, suitable for primary and secondary learners.

**[New Schools of Sanctuary Guidance](#)** for talking with learners about hotel accommodation.

**[Hub for Education for Refugees in Europe \(HERE\)](#):** A curated, searchable database of academic and non-academic resources on refugee education from across the Europe.

**Words Matter:** A campaign from the [Migrants Rights network](#) to combat the use of inflammatory language around asylum seekers and refugees.



## Learning from Practice

[From Nikki Ajibade, EAL Advisory teacher and joint Senior Lead for EMTAS, Warwickshire EAL services]

### What:

#### Warwickshire's Refugee Support Offer to Schools

### Why:

The refugee resettlement scheme began in 2016 as the Syrian Vulnerable Persons Resettlement [SVPR] Programme. Initially, the Home Office [HO] funding was placed directly into school budgets. EMTAS, as a traded service, was reliant on schools to commission EAL support. Due to pressures on school budgets and a lack of priority given to EAL matters, in less than a year, it was clear that the funding model was not benefitting SVPR refugee children in schools. These issues were particularly acute in academy schools where Local Authority [LA] services are traded. To address this problem, in 2017, EMTAS negotiated a different funding model with the LA budget holder. A service level agreement [SLA] was agreed in return for half of the HO funding. The remaining half was given to schools. This would facilitate early EMTAS support for schools, families and children, irrespective of the school status. Under the SVPR scheme, 36 families were resettled in Warwickshire across all four areas of a large shire county. While this work put additional pressures on an already stretched team [just 6 specialists at that time], it was very rewarding. In 2019, in response to the global displacement crisis, the government announced a global scheme – the UK Resettlement Scheme [UKRS]. This scheme is open to all refugees worldwide; under strict 'vulnerability' criteria. EMTAS now work in partnership with a number of services e.g. housing, NHS, Work & Pensions, housing etc. as part of a wider team – Warwickshire's Migration Partnership board. This gives EMTAS oversight on the wider support picture for refugees. We have pledged to accept 27 families through the UKRS scheme over a 4-year period.

### How:

The issue of low human resources [HR] in EMTAS remains, so our offer continues to reflect this capacity issue. We have now well-established protocols with schools and partner services. The referrals for UKRS families come via a dedicated online referral form, which is then deployed to an EAL specialist. Sometimes there are issues about the school placement and the specialist is required to liaise with partner services e.g. Admissions, transport, SEND services etc. to speed up the school placement. A FAQs document is sent to the school explaining the scheme and outlining the EMTAS offer. Two key principles underpin the offer. Firstly, the belief that embedding induction practices rooted in an ethos of equality of opportunity and inclusion are vital for all EAL new arrivals. This is especially true for refugees and asylum seekers. Providing low-anxiety, collaborative activities [ideally bilingually] are not only welcoming but also support assessment for learning practices. As Hyder, 2005 puts it "despite the trauma that young children go through, only a small percentage need specialist help. For the majority, their healing can be promoted through play, particularly in culturally appropriate and anti-discriminatory settings." The second premise is that quality support should be part of a capacity building framework and capacity is better built with classroom teachers. When the EAL specialist liaises with the school, both the needs of the child[ren] and the level of EAL experience in the setting are considered when deciding on the type and level of support required. There is a range of support mechanisms, for example: family induction meetings, bespoke advice and guidance for the class teacher and TA, guidance on assessment and monitoring, to name a few. EMTAS also offer a range of funded trainings and since becoming licensed practitioners in 2022, we have added Bell Foundation CPDs to our repertoire. One of our courses entitled 'Welcoming Refugees in Warwickshire Schools', includes considerations needed to ensure '*culturally appropriate and anti-discriminatory settings*', for example a review of relevant policies and practices related to bullying, attendance and equality law. With the advent of Ukrainian refugees, EMTAS witnessed a spike in queries and concerns from school staff worried about trauma in refugee children. EMTAS addressed this by undertaking trauma training with the regional NHS ICB Trauma Vanguard Project 2021-2024. Our longer-term aim is that by the end of 2024, via our Trauma Training package, most of our schools will be trauma informed.

## Learning:

While our SLA offer is working well, it is not without its challenges. The principal issue remains our low HR capacity. Recruitment has been hampered by the lack of specialists in the field of EAL. A general lack of understanding and lack of engagement on EAL matters continues to cause issues with provision in some schools. It also causes issues in other ways. In March 2022, the government launched the Homes4Ukrainian scheme. The LA budget holder took some convincing to have the Ukrainian scheme placed within the same management framework as the other refugee schemes, thus ensuring automatic EMTAS support. After much negotiation, agreement was achieved in December 2022. This shows a need for further work to raise the profile of EMTAS work within the LA. Currently, all migration schemes including Hong Kong British National Overseas [BNO] refugees and asylum-seeking families in hotels [neither of which attract any HO funding] are managed by Warwickshire's Migration Partnership Board. Consequently, the EMTAS offer extends to all refugees and asylum seekers in schools and settings in Warwickshire, no matter what part of the world they come from.



## This Month's Featured Resources (Asylum Seekers and Refugees)

The Bell Foundation [Guidance and Recommendations](#) for sustainable provision in schools, for children who are refugees. Includes comprehensive guidance for pastoral and academic provision, and useful links. You might also like to revisit our series of webinars on working with refugees and asylum seekers, including this [webinar](#) entitled Welcoming Refugee Children with key speakers from Nest and Schools of Sanctuary.

**Bear us in mind:** A charity which aims to provide a "[Psychological toolkit](#)" to help children suffering from grief or trauma.

[NEU resources](#) for welcoming refugees into your school: Includes translated guides, videos, and a quiz.

[UNHCR Guidance](#) for teachers on stress and trauma, a useful handbook.

[BBC Schools – Seeking Refuge](#). A collection of short animations detailing the journeys made by children to seek asylum.

[BBC iPlayer- from Conflict to Classroom](#). A documentary about Ukrainian refugee children in English schools.

## Ongoing Reminders

**Training:** If you are running any training, please let Julianne Wright know relevant details ([julianne.wright@bell-foundation.org.uk](mailto:julianne.wright@bell-foundation.org.uk)).

Process of session evaluation:

1. Email **JW** to ensure she is aware you are running training prior to the start date (over-informing is better than under!)
2. **Post training**: send Post-Training Feedback Survey to participants
  - [Bell Foundation Language for Results - Post-training feedback Survey \(surveymonkey.co.uk\)](https://surveymonkeys.com/surveys/Bell-Foundation-Language-for-Results-Post-training-feedback-Survey)
3. **BFLP** to complete **Post-Training Survey** within 1 week of the end of training
  - [BFLP Post-Training Survey \(surveymonkey.co.uk\)](https://surveymonkeys.com/surveys/BFLP-Post-Training-Survey)