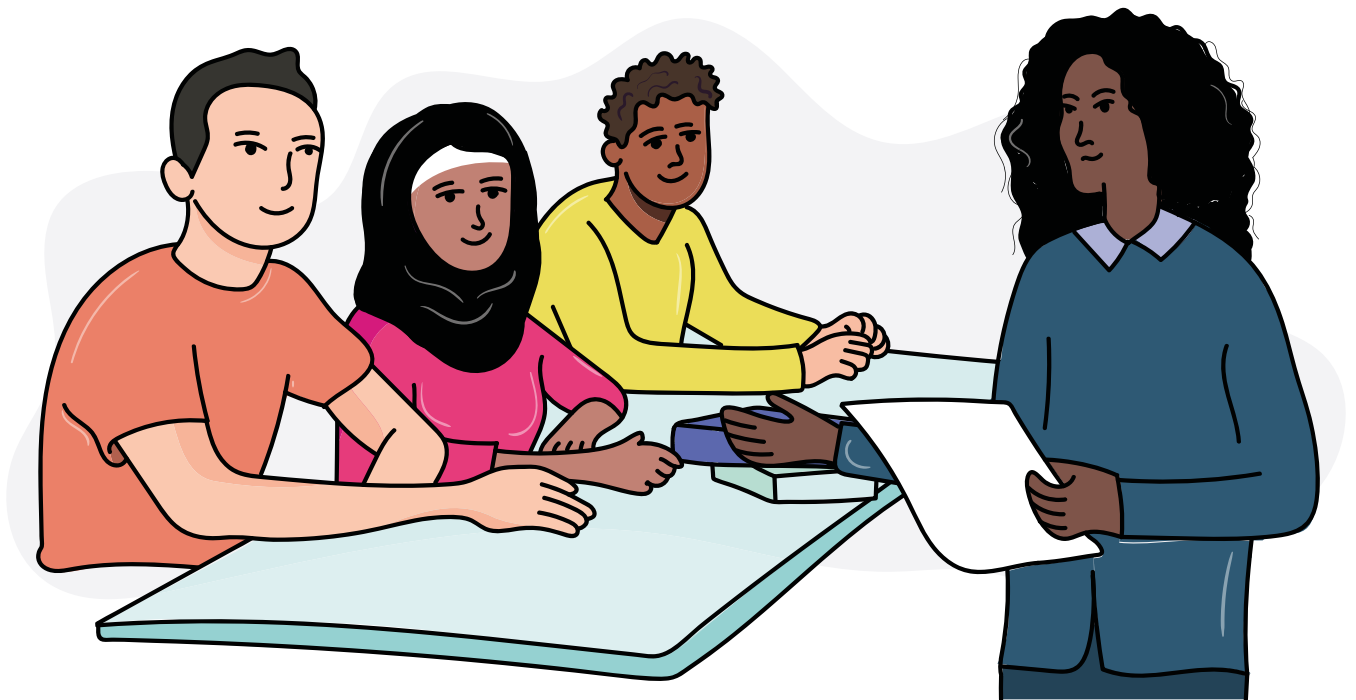


Recommendations for sustainable provision in schools, for children who are refugees

March 2023



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The Bell Foundation
Red Cross Lane
Cambridge
CB2 0QU

www.bell-foundation.org.uk



Foreword by Diana Sutton, Director of The Bell Foundation

“If a child is seeking refuge or has refugee status, Governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.” Article 22 UN Convention on the Rights of the Child (Refugee Children).

“...Look at all the things that I am capable of, and think of all the things you could call me - a student a, lover of literature, a budding architect, a friend, a symbol of hope even, but what am I called? A refugee.” (Refugee Boy – Benjamin Zephaniah).

The war in Ukraine has led to the largest population movement in Europe since World War 2. Schools are welcoming many more refugee children than previously, due to new arrivals from Ukraine, Afghanistan, Syria, Hong Kong and other countries. Although some schools have experience of teaching refugee children, many schools contacted us requesting support and guidance on how to embed effective provision for newly arrived refugee children. It was clear from these contacts that many schools had little prior knowledge, experience and skills and limited provision, systems and processes in place.

What was also clear was the lack of information and clarity on what funding was available, who is entitled to this funding, and how it is being or should be spent.

At this time of great pressure on school resources, how can school leaders, whose schools are welcoming refugee children, perhaps for the first time, invest in resources that will ensure sustainable outcomes? How can they lead whole school policy development and provision to ensure there is quality teaching and learning for all learners in their school?

In response to this interest and obvious need, we brought together Local Authority representatives, practitioners, and leading refugee education experts and developed a series of recommendations and guidance which we hope answer these questions and which you will find in this document.

There are many good models of practice, organisations, training and resources to support this work, most of which are free and are signposted at the end of this document.

The Bell Foundation works extensively across England to deliver training, webinars, resources and guidance focused on improving the outcomes for learners using English as an Additional Language by building capacity and knowledge across the education sector.

The Foundation would like to thank the following organisations for their input developing this guidance document.



We hope that you find it useful, and we would welcome your feedback.

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1. Introduction

New refugee learners can be an asset to their school. They extend aspirations in the broader school body and help develop compassion and greater cultural knowledge and awareness across the school community. Refugee learners also have assets: they have rich linguistic resources, life and learning experience, and they create opportunities for schools to grow into a dynamic multilingual community. However, research shows that refugee children's previous experiences and reasons for fleeing their home can affect their wellbeing and education in the UK (Gladwell and Chetwynd 2018). Schools, therefore, need to develop and embed appropriate systems, classroom practices and staff training to ensure both the academic and wellbeing needs of refugee learners are fully met.

The framework for recommendations and actions below is aimed at schools who are new to welcoming and including learners who are refugees. If schools have been able to access funding for these learners, the recommendations set out how this funding could be used to provide sustainable whole school systems and support. It should be noted that although the guidance has been framed around sustainable uses of funding available for refugee learners, the recommendations and actions would be equally applicable and relevant for those seeking asylum. If schools do not have access to any funding, the recommendations also provide a way to access and harness resources and training that are freely available.

The framework has been drawn up to create school environments in which refugee children feel safe, feel they belong, and have opportunities to succeed academically and beyond. The recommendations are premised on an '...orientation towards viewing each new arrival in terms of what they bring, as well as what they need.' (McIntyre and Abrams, 2021 p. 166.) The two aspects of this orientation rest on an assets-based approach that identifies and meets the needs of refugee learners in a holistic way.

2. What funding is available?

2.1 Funding for learners arriving as resettled refugees

Funding is typically available for schools supporting refugee learners through the Local Authority. At the time of writing all learners who arrive as resettled refugees are eligible for funding including those who have arrived from:

- Afghanistan under the Afghan Citizens Resettlement Scheme (ACRS) or Afghan Relocations and Assistance Policy (ARAP) scheme: bit.ly/afghan-resettlement
- Syria under the Syrian Vulnerable Persons Resettlement Scheme: bit.ly/syrian-vprs
- Ukraine under the Homes for Ukraine: bit.ly/homes-for-ukraine
- All other refugee learners under the broader UK Resettlement Schemes (UKRS): bit.ly/uk-resettlement

Local Authorities will initially receive the funding from the Government. Not all of the funding will go directly to schools, for example some will go towards sourcing initial accommodation, or may be used for education related costs such as providing suitable travel arrangements to facilitate a child's attendance at school, free school meals and school uniform, or to provide access to extra-curricular activities such as sports or other community services whose provision benefits the children. Each Local Authority will decide how much funding will be directly available to schools, and how much will be used centrally to support learners in the region.

Schools welcoming learners from refugee backgrounds will need to contact their Local Authority to apply for the funding.

2.2 Funding for learners arriving through asylum routes

There is no specific funding for education for learners who arrive through asylum routes, or whose asylum claims are being processed. Funding is, however, available through the National Funding Formula (NFF): bit.ly/funding-formula. This would include the now compulsory EAL Factor in the NFF (where learners who speak English as an Additional Language and have entered the state schooling system in the last three years, attract additional funding in the NFF to cover the cost of providing support). In addition, other funding for specialist support includes Free School Meals, Pupil Premium, and any funding for SEND.

Funding differs depending on which resettlement scheme a learner arrives through, whether the learner arrived seeking asylum, and which Local Authority the school is located in. It is possible that some children arriving from countries such as Ukraine, Afghanistan and Syria have not come through a resettlement scheme and will therefore not be eligible for funding. Approaches which sustainably build the capacity of the school to support all refugee and asylum-seeking children, can help to even out inconsistencies.

To find more information about what funding might be available for your school and how it can be accessed, please contact your Local Authority.

Refugee Education UK have collated an overview of other potential grants available to support young people's education, including the cost of fees, travel, resources and equipment: reuk.org/funding

3. How do I build inclusive school environments for refugee children?

3.1 The PAWS (Prepare, Alert, Welcome and Support) framework

The PAWS (Prepare, Alert, Welcome and Support) framework provides a model of welcome and inclusion that has four stages, set out in a carefully structured chronological timeframe. This model will help school leaders to plan and allocate resources, and to implement the relevant recommendations and actions, at each stage of the PAWS framework. The model describes a whole school approach that will benefit the school community and all new learners, by appointing staff in key roles, allocating time for them to do their job and investing in training to equip them to deliver the policies, programmes, and support that is needed.



- 1. Prepare:** what to set in place prior to admission.
- 2. Alert:** communicating in the days before the learner starts.
- 3. Welcome:** the first days after admission.
- 4. Support:** the first weeks.

The next section introduces the recommendations and sets out the framework of actions and resources for each recommendation at each stage of the PAWS model.

3.2 Guiding recommendations for building inclusive school environments

Working alongside the PAWS framework are a set of recommendations that aim to guide the work of school leadership as they build inclusive school environments for refugee children. The recommendations are mapped onto the four stages of the PAWS model, and some recommendations appear in more than one PAWS stage. The recommendations are:

- Assess each new learner holistically.
- Invest in human resources.
- Create a welcoming school environment.
- Build a holistic plan for learning and pastoral support.
- Support families to support their children.
- Access resources and support beyond your school.
- Invest in training for all staff.

The recommendations draw on extensive research that has identified a holistic set of needs and devised a set of dimensions for building an inclusive pedagogy. Please refer to McIntyre and Abrams 2021 p. 153 and Evans *et al.* (2020).

4. How do I embed the PAWS framework and recommendations?



PREPARE

Prior to admission

Action One

Meet with the learner and their family or caregiver to draw up a holistic [learner profile](#).

The profile will help you to devise and adjust a suitable learning plan, that takes into account the specific language and learning assets and needs of each individual child. The profile should:

- Describe the learner's educational background.
- Give a picture of the literacy resources they have in the language(s) they know.
- Summarise the languages they use and their literacy in those languages.

This also means making sure that the staff who will be drawing up and sharing learner profiles have had some training to put good systems in place. Ideally the EAL Co-ordinator (if there is one) would take the lead here and work alongside the admissions team.

External support such as a case worker and interpreter could be valuable in this first meeting. They could assist in accessing information about the new learner's background, including about their journey to the UK, the trauma and dislocation they may have experienced, and what pastoral support they may need. It is important that this meeting is handled with a great deal of sensitivity to avoid retraumatising the learner and avoid putting any pressure on them to share what might be painful recollections.

This meeting should establish what food requirements the child may have and whether there are particular needs for any religious practices e.g., a prayer room, and to share valuable information such as the best way for the new learner to get to school and any information about support networks for refugee families in the local community.



Key recommendation:
Assess each new arrival holistically

“Recent research on refugee children internationally (UNESCO 2019) ... highlights the complexity and heterogeneity of these children. Second, it stresses the need for school initiatives and responses that are inscribed within the local realities of migrant children.”

Evans et al. 2020 p. 46

Resources:

- This resource provides guidance on the information needed to create a learner profile:
bell-foundation.org.uk/learner-profile
- This South East Grid for Learning resource is an online tool for collating background information for new arrivals, which gathers information in a range of languages:
bit.ly/segfl-new-arrivals

 **Action Two**

Use a professional, independent interpreter for your meetings with families, where possible.

Communication about the school, its arrangements and expectations of new learners, as well as getting access to as much information about the new learners as possible will help staff to put the best academic and wellbeing support in place. If you are not able to access interpreter services, see if there is a staff member who speaks a language that the family knows. Avoid using other learners or parents as interpreters, especially for any sensitive or personal detail, as information must be conveyed accurately and impartially.

Resources:

- Connect with your Local Authority to access interpreter services

 **Action Three**

Provide a tour of the school for the family, using an interpreter, and explain the school's expectations regarding attendance, uniform requirements, and homework. After the tour, you could hand out simply-worded information sheets with clear visuals to remind families of the information you have shared. The family will need information about how the English school system works. For secondary students, discuss the subject choices available and how best those choices can draw on the student's previous learning.

If there is a lot of mobility in your area and you have multiple admissions of new learners over time, try and put systems and resources in place so that family welcomes can happen effectively and smoothly. If you have a parent association,

**Key recommendation:**

Support families to support their children

“Schools (...) have to be proactive (...) and should offer linguistic support for parents, guidance on curriculum and educational choices and effective home-school communication (...) Such a support has been shown to have a positive impact on children’s social integration and educational outcomes”

Evans et al. 2020 p. 45

encourage them to foster a welcoming environment for new families, by holding a welcome event and ongoing gatherings for new families, for example holding coffee mornings to facilitate and build family support networks.

Resources:

- Guides for parents on the English school system in 22 languages: bell-foundation.org.uk/education-system

 **Action Four**

Agree on a start date with the family and make sure this is communicated clearly, ideally translated, in verbal and written form, so the family is clear. Make sure at this point that the new learner has the school uniform or can access support to get it, as refugee families will face challenges in this regard, including financial ones.

 **Action Five**

Appoint an EAL Co-ordinator. Investing funding in this role will have far reaching benefits for the school, not only for children from refugee backgrounds but also for all learners who are learning EAL.

Resources:

These webinars cover the role of the EAL Co-ordinator:

- For secondary schools: bit.ly/eal-coordinator-secondary-2022
- For primary schools: bit.ly/eal-coordinator-primary-2022

 **Action Six**

Draw up a suitable timetable for the new arrival's first day, with the EAL Co-ordinator.

If you do not have an EAL Co-ordinator in your school identify a suitably qualified staff member and allocate time for them to focus on the welcome and inclusion of new arrivals. Make sure that they liaise with staff who will be providing pastoral support, as their input will be needed around the planning of the timetable.

Invest in more protected time for planning, preparation and assessment (PPA), especially if there is no EAL Co-ordinator and classroom teachers are the most important resource.



Key recommendation:
Invest in human resources

Action Seven

Appoint personnel or allocate roles to existing staff who have the expertise, to provide academic and wellbeing support for new arrivals who are learning EAL. Where necessary support staff to access any training they may need if they are new to these roles, in particular if they need to support new learners who have experienced trauma. Wherever possible, identify and appoint multilingual staff, and use their language assets in their work with learners using EAL, and their families and communities.

Resources:

- This article sets out the type of personnel who can provide support for EAL learners: bell-foundation.org.uk/classroom-support
- This webinar bit.ly/afghan-webinar-2022 and this blog bell-foundation.org.uk/afghan-blog explain how refugee children might exhibit the effects of trauma at school. These resources offer practical strategies for staff to support refugee children both academically and to improve their wellbeing

Action Eight

Access information and resources and draw on the experience of others.

Resources:

- The Bell Foundation has a wealth of resources in the form of guidance, articles, blogs, webinars, courses and teaching resources, for supporting the work of all school staff who work with new arrivals who are learning EAL: bell-foundation.org.uk/eal-guidance
- Schools of Sanctuary is a network of over 385 schools across the country that provide welcome and support for refugee children: schools.cityofsanctuary.org
- Refugee Education UK: REUK is a UK charity that equips young refugees to build positive futures by thriving in education: reuk.org/home
- The Refugee Council is a charity working with refugees and people seeking asylum in the UK. The organisation has specialist knowledge in working with refugee children who arrive in the UK alone: refugeecouncil.org.uk/about-us



Key recommendation:
Access resources beyond your school

“... an earlier study ... identified best practice for those working with young refugees to be a holistic model of targeted (multi-agency) support that provides for their social, emotional and learning needs within an ‘ethos of inclusion’ and ‘celebration of diversity’ which draws on parental and community involvement...”

McIntyre and Abrams
2021 p. 17.

- Refugee Youth Service has been working with children on the move in Europe since 2015. They offer training for those working with or making decisions about unaccompanied children: refugeeyouthservice.org/projects
- NALDIC is the national subject association for English as an Additional Language and NALDIC Regional Interest Groups (RIGS) operate around the country as forums for practitioners teaching learners who use EAL: naldic.org.uk/rigs-round-up

In addition to reaching out to national organisations, find out about local groups and the support they offer, including organisations, charities and community groups that support children and their families. This might include heritage language classes, English classes and information about food banks.

Resources:

- Search for your closest City of Sanctuary group (if available) and get in touch to connect with resources, support and networks in the refugee/asylum sector in your local community: cityofsanctuary.org/groups





ALERT

Before the pupil starts

Action One

Share the learner's profile with all relevant staff.

This action forms part of your holistic plan, in which all relevant staff will engage and prepare appropriate learning plans for an inclusive pedagogy across all subjects. While it is important to consider the traumatic experiences a new refugee child will have endured and incorporating that into their profile, all staff need to view each child as a multi-faceted person with a bigger story to tell.

Resources:

- REUK run ongoing training courses for teachers working with learners who are refugees: reuk.org/training

Action Two

Organise an empathetic buddy who can accompany the new arrival in class and at break time. In addition, try and allocate a child as a buddy who speaks the language of the new arrival, for example someone who has settled in at school but who shares a similar experience of dislocation and resettlement.

Resources:

- This scheme by Hampshire County Council trains learners to act as interpreters for new arrivals: bit.ly/young-interpreters



Key recommendation:
Build a holistic plan for learning and pastoral support

"[Refugee] children, who have often had extraordinary beginnings, are motivated by wanting more in this new context: they aim to feel settled, to belong, to contribute and to be able to achieve a sense of ordinariness with peers."

McIntyre and Abrams,
2021 p. 96.

Action Three

Plan support and make arrangements.

Plan support for each part of the day. Make sure the plan draws on all staff who will teach or support the child in the early days. Identify appropriate staff, including those who speak the same language(s) as the new arrival (where possible).

Make arrangements for all aspects and requirements, including transport, meals, and uniform and kit requirements.

Resources:

- Bilingual dictionaries in the language of the new arrival for all classrooms they will learn in; cards with clear images, for example to request food





WELCOME

The first days



Action One

Prepare your school ahead of admissions.

- Assess the signage for newcomers in important parts of the school, including the playground, toilets and lunchroom.
- Prepare signage in the new learners' language(s).
- Make sure that your reception area is a welcoming, calm, and efficient space.

Resources:

The Bell Foundation is aware of these organisations that share freely available multilingual resources and signage:

- Multilingual resources by Leeds for Learning: bit.ly/multilingual-resources-lfl
- Multilingual Classroom Signs for Primary by EAL Highland: bit.ly/multilingual-class-signs



Action Two

Make sure each designated staff member and learner is ready to play their part. Ensure the class teacher and teaching assistants are ready to play their part.

- Who is meeting the new arrival in reception and taking them to their class?
- Who is their buddy for the day?
- Who is arranging food and drink and all activities for the day?

Resources:

- Webinar: This webinar gives general advice on welcoming refugee children: bit.ly/refugee-children-webinar-2022
- This webinar bit.ly/afghan-webinar-2022 and blog post bell-foundation.org.uk/afghan-blog focus on welcoming refugee children from Afghanistan



Key recommendation:

Create a welcoming school environment

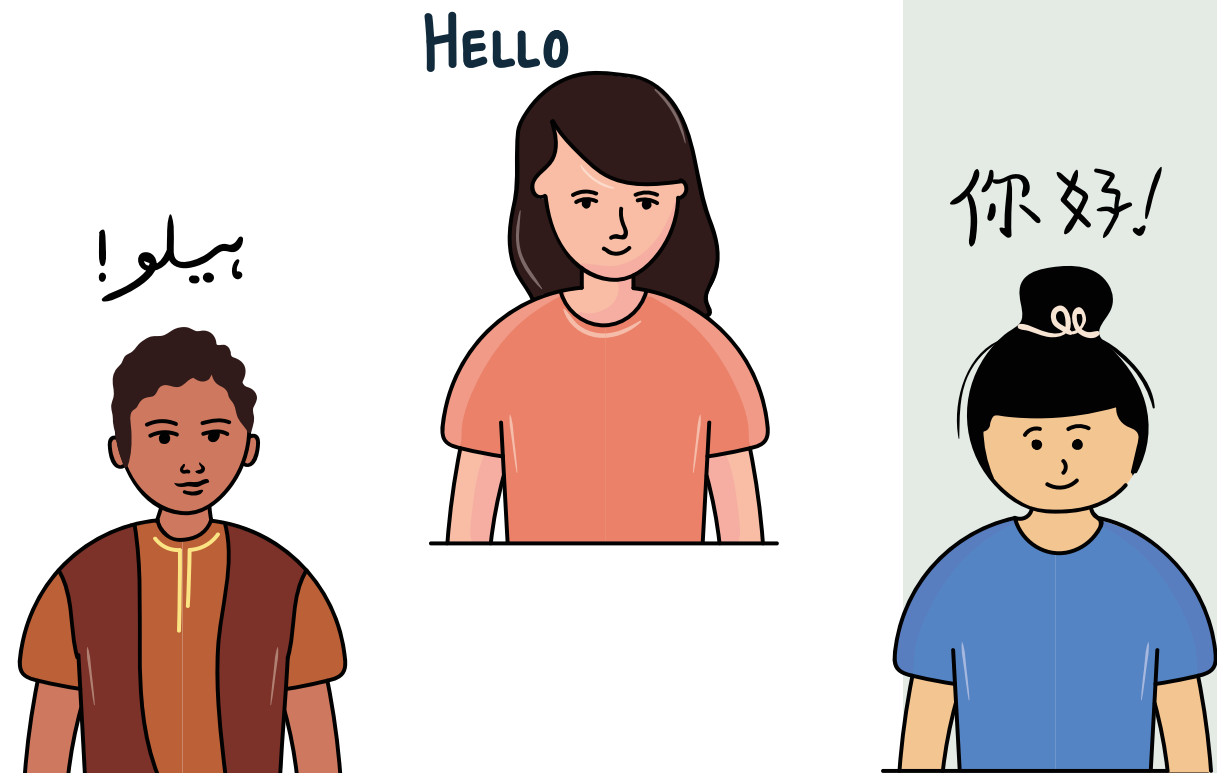
- This webinar focuses on welcoming refugee children from Ukraine: bit.ly/ukraine-webinar-2022
- Refugee Youth Service offers training for meeting a refugee child for the first time: refugeeyouthservice.org/projects

Action Three

Set aside spaces for belonging like a common room, where new arrivals can meet and relax with other learners and with staff, where they can feel free to talk and ask questions, ideally with others who speak the languages they know. See McIntyre and Abrams (2021) for models of this. Make sure that learners and families know of a designated person to go to, if they have any questions or concerns.

Resources:

- *Refugee Education: Theorising Practice in Schools* is a book that covers the key concepts of safety, belonging and success, with examples from best practice in schools in England.





SUPPORT

The first weeks



Action One

Create a whole-school multilingual language policy. If you are part of a multi-academy trust that already has a language policy, review it and adapt it so that it meets the language and learning needs of your new learners.

Resources:

- This document sets out how to draw up a school language policy: bell-foundation.org.uk/school-policies
- See the chapter, Towards an Inclusive Pedagogy for EAL in the multilingual classroom: Principles and Practices in *Language Development and Social integration of Students with English as an Additional Language* Evans et al. (2020)
- This blog highlights practical strategies and free resources that are available to support learners who use English as an Additional Language: bell-foundation.org.uk/news-blog



Action Two

Put language support in place, for instance consider creating a scheme of work for learners who are new to English. The scheme should set out what language support will be provided across the curriculum, to support learning in all mainstream classes.

Resources:

- This article sets out the advantages of being multilingual and how multilingual learners can be supported to learn in English, while drawing on the linguistic resources they have in the languages they know: bell-foundation.org.uk/multilingual-support
- Visit The Bell Foundation website to access resources to support classroom teaching: bell-foundation.org.uk/resources



Key recommendation:
Build a holistic plan for learning and pastoral support

“Teachers ... need to help EAL learners understand the role of home language and the basis on which teachers are making decisions about its use. Such decisions need to be reflected in a whole-school language policy, based on sound principles, which can contribute to a coherent and consistent framework of practice.”

Evans et al. 2020 p. 147

- This document provides an overview of the social, academic, and linguistic benefits of integrating students who use EAL into mainstream lessons: bell-foundation.org.uk/eal-integration

Action Three

Put pastoral support in place. Identify appropriate staff to provide pastoral care. Because learners who are refugees are very likely to have experienced trauma and dislocation, they will need a committed and caring adult to be available to them. Pastoral care staff who are new to this work will need training, including in how to communicate with the child and their family. All staff who work with refugee children will need training and guidance on how to deal with the impact of that trauma on their behaviour and progress at school.

Resources:

- This UNHCR resource gives guidance on how stress and trauma affect a child, their ability to learn, and their behaviour. It outlines what teachers can do to support children experiencing stress and trauma in class: bit.ly/stress-trauma-guide
- You can find information here regarding support for refugee families: gov.uk/asylum-support/what-youll-get
- Refugee Education UK offer training that is specific to the particular country refugees come from, to support teachers who are working with refugee children: reuk.org/training

Action Four

Complete a language assessment and set language targets.

Any initial EAL assessment should occur only after the first two weeks of a learner's arrival at the school.

Resources:

- The Bell Foundation's award-winning, free, EAL Assessment Framework for Schools and digital EAL Assessment Tracker: bell-foundation.org.uk/eal-assessment-framework
- This page provides key considerations for assessing EAL learners: bell-foundation.org.uk/assess-eal-learner



Key recommendation:

Assess each new arrival holistically

“Central to the assessment process, including both initial assessment and continuous assessment, is the identification of ways to ensure that the judgement of EAL students' ability is accurate and fair and that the process of assessment can support their equitable access to curriculum learning.”

Evans et al. 2020 p. 143

- This webinar covers The Bell Foundation’s EAL Assessment Framework and Assessment Tracker and the presenters share ideas for how to use the tracker: bit.ly/tracker-webinar-2019
- This blog shows why the assessment of EAL learners is important and how to do it: bell-foundation.org.uk/assessment-guidance

Action Five

Monitor progress and adjust support where necessary.

Resources:

- These webinars teachers provide practical strategies for creating a learning environment that is academically, socially, and linguistically inclusive:
 - [Supporting New Refugee Arrivals in the Inclusive Classroom \(Primary\) –YouTube](#)
 - [How to Support New Refugee Arrivals in the Classroom \(Secondary\) –YouTube](#)

Action Six

Keep in touch with parents or caregivers about the progress their children are making.

Resources:

- This free resource from The Bell Foundation provides guidance for schools on working with parents to support the learning of pupils who use EAL: bell-foundation.org.uk/working-with-parents



Key recommendation:
Support families to support their children

“It is widely recognised that the involvement of parents and/or carers in school and their engagement in their child’s learning play a vital role in supporting children’s achievement in school; in particular in the context of EAL ...”


Evans et al. 2020 p. 91

Action Seven

Invest in training for school leaders.

Resources:

- The Bell Foundation run an online course called ‘Leading a Whole-School Strategy’. The course is designed for those working in school leadership in primary and secondary schools and provides evidence-based guidance and resources focused on embedding a whole-school approach to EAL provision. Visit the Foundation’s event page to see when the next course is running: bell-foundation.org.uk/eal-training
- Chartered College free course for school leaders on Refugee Education. The course provides a networking opportunity, contextual information on the international and UK migration situations, and a focus on the concept of safety, establishing a culture of belonging, and defining success academically and beyond: my.chartered.college/refugee-education


Key recommendation:
Invest in training for all staff

“... Teachers who work to achieve an inclusive space in their classrooms and who proactively develop an inclusive pedagogy are a fundamental human resource, making the difference as to how well pupils are integrated or not into classrooms.”

Evans et al. 2020 p. 150

Action Eight

Invest in training for EAL Co-ordinators.

Resources:

- Visit The Bell Foundation website to find out about upcoming training for EAL Co-ordinators: bell-foundation.org.uk/eal-training
- These webinars provide training for EAL Co-ordinators:
 - bit.ly/eal-coordinator-secondary-2022
 - bit.ly/eal-coordinator-primary-2022

Action Nine

Invest in training and resources for all staff to design and participate in an inclusive pedagogy, built on celebrating and harnessing multilingualism for success.

Resources:

- This article sets out the context, rationale, and underlying principles of an EAL pedagogy: bell-foundation.org.uk/eal-pedagogy
- This article covers teaching EAL learners in Maths: bell-foundation.org.uk/teaching-eal-maths
- These teaching resources offer tried and tested approaches and strategies for EAL learners: bell-foundation.org.uk/eal-strategies
- This UNHCR resource has guidance and practical ideas of how to teach learners to empathise with and understand new refugee arrivals: bit.ly/unhcr-teacher-guide
- These toolkits by Diverse Educators prepare teachers to promote and celebrate diversity: diverseeducators.co.uk/our-toolkits

5. Conclusion

“Education not only provides refugee children with the hope and means to succeed, but also anchors a child, whose life experience is often defined by chaos, fear and isolation, within a society, a school, a classroom, where he or she can belong.” (Lord Dubs in McIntyre and Abrams, 2021). With careful planning, appointing the right people, allocating resources such as time, and investing in training, school leaders can use available funding and access freely available resources so that refugee children can find a place to belong, thrive, and succeed in their new school.

6. Resources

This section is a consolidation of all the resources listed above. In this section, the resources have been grouped into nine topic areas for easy access.

6.1 General

This link to The Bell Foundation website will take you to an overview of a wealth of resources for welcoming refugee learners: bell-foundation.org.uk/welcoming-refugee-learners

6.2 Courses

1. The Bell Foundation. Visit the website for information on upcoming courses including when the next online course ‘Leading a Whole-School Strategy for EAL’ is running: bell-foundation.org.uk/eal-training
2. Chartered College free course for school leaders on Refugee Education: my.chartered.college/refugee-education
3. REUK run ongoing training courses for teachers working with learners who are refugees: reuk.org/training
4. Refugee Youth Service has been working with children on the move in Europe since 2015. They offer training for those working with or making decisions about unaccompanied children: refugeeyouthservice.org/projects

6.3 Resources for school staff

1. The Bell Foundation has a wealth of resources in the form of guidance, articles, blogs, webinars, courses and teaching resources, for supporting the work of all school staff who work with new arrivals who are learning EAL: bell-foundation.org.uk/eal-guidance
2. These webinars cover the role of the EAL Co-ordinator:
 - For secondary schools: bit.ly/eal-coordinator-secondary-2022
 - For primary schools: bit.ly/eal-coordinator-primary-2022
3. This article sets out the type of personnel who can provide support for EAL learners: bell-foundation.org.uk/classroom-support

6.4 Resources for Welcoming

1. This webinar gives general advice on welcoming refugee children: bit.ly/refugee-children-webinar-2022
2. This webinar bit.ly/afghan-webinar-2022 and blog post bell-foundation.org.uk/afghan-blog focus on welcoming refugee children from Afghanistan
3. This webinar focuses on welcoming refugee children from Ukraine: bit.ly/ukraine-webinar-2022
4. The Bell Foundation is aware of these organisations that share freely available multilingual resources and signage:
 - Multilingual resources by Leeds for Learning: bit.ly/multilingual-resources-lfl
 - Multilingual Classroom Signs for Primary by EAL Highland: bit.ly/multilingual-class-signs
5. These toolkits by Diverse Educators prepare teachers to promote and celebrate diversity: diverseeducators.co.uk/our-toolkits
6. This book, *Refugee Education: Theorising Practice in Schools* covers the key concepts of safety, belonging and success, with examples from best practice in schools in England

6.5 Teaching resources

1. This resource provides guidance on the information needed to create a learner profile: bell-foundation.org.uk/learner-profile
2. This South East Grid for Learning resource is an online tool for collating background information for new arrivals, which gathers information in a range of languages: bit.ly/segfl-new-arrivals
3. This article sets out the context, rationale, and underlying principles of an EAL pedagogy: bell-foundation.org.uk/eal-pedagogy
4. This article covers teaching EAL learners in Maths: bell-foundation.org.uk/teaching-eal-maths
5. These teaching resources offer tried and tested approaches and strategies for EAL learners: bell-foundation.org.uk/eal-strategies
6. This document gives an overview of the social, academic, and linguistic benefits of integrating students who use EAL into mainstream lessons: bell-foundation.org.uk/eal-integration
7. This UNHCR resource has guidance and practical ideas of how to teach learners to empathise with and understand new refugee arrivals: bit.ly/unhcr-teacher-guide
8. This blog highlights practical strategies and free resources that are available to support learners who use English as an Additional Language: bell-foundation.org.uk/news-blog
9. This article sets out the advantages of being multilingual and how multilingual learners can be supported to learn in English, while drawing on the linguistic resources they have in the languages they know: bell-foundation.org.uk/multilingual-support

10. This document sets out how to draw up a school language policy: bell-foundation.org.uk/school-policies
11. Visit The Bell Foundation website to access resources to support classroom teaching: bell-foundation.org.uk/resources
12. These Bell Foundation webinars for teachers provide practical strategies for creating a learning environment that is academically, socially, and linguistically inclusive:
 - bit.ly/inclusive-primary-webinar-2022
 - bit.ly/inclusive-secondary-webinar-2022
13. The chapter, Towards an Inclusive Pedagogy for EAL in the multilingual classroom: Principles and Practices in *Language Development and Social integration of Students with English as an Additional Language* Evans et al. (2020)

6.6 Pastoral care resources

1. This UNHCR resource gives guidance on how stress and trauma affect a child, their ability to learn, and their behaviour. It outlines what teachers can do to support children experiencing stress and trauma in class: bit.ly/stress-trauma-guide
2. This webinar bit.ly/afghan-webinar-2022 and this blog bell-foundation.org.uk/afghan-blog explain how refugee children might exhibit the effects of trauma at school and offer practical strategies for staff to support refugee children both academically and to improve their wellbeing
3. REUK offer training that is specific to the particular countries that refugees come from, to support teachers who are working with refugee children: reuk.org/training

6.7 Family support resources

1. This resource has pamphlets on the English school system in 22 languages: bell-foundation.org.uk/education-system
2. This scheme by Hampshire County Council trains learners to act as interpreters for new arrivals: bit.ly/young-interpreters
3. This free resource from The Bell Foundation provides guidance for schools on working with parents to support the learning of pupils who use EAL: bell-foundation.org.uk/working-with-parents
4. You can find information here regarding support for refugee families: gov.uk/asylum-support/what-youll-get

6.8 Assessment resources

1. The Bell Foundation's award-winning, free, EAL Assessment Framework for Schools and digital EAL Assessment Tracker is here: bell-foundation.org.uk/eal-assessment-framework
2. This page provides key considerations for assessing EAL learners: bell-foundation.org.uk/assess-eal-learner

3. This webinar covers The Bell Foundation's EAL Assessment Framework and Assessment Tracker, and the presenters share ideas for how to use the tracker: bit.ly/tracker-webinar-2019
4. This blog shows why the assessment of EAL learners is important and how to do it: bell-foundation.org.uk/assessment-guidance

6.9 Networking

1. Schools of Sanctuary is a network of over 385 schools across the country that provide welcome and support for refugee children: schools.cityofsanctuary.org
2. Refugee Education UK: REUK is a UK charity that equips young refugees to build positive futures by thriving in education: reuk.org/home
3. The Refugee Council is a charity working with refugees and people seeking asylum in the UK. The organisation has specialist knowledge in working with refugee children who arrive in the UK alone: refugeecouncil.org.uk/about-us
4. NALDIC is the national subject association for English as an Additional Language and NALDIC Regional Interest Groups (RIGS) operate around the country as forums for practitioners teaching learners who use EAL: naldic.org.uk/rigs-round-up

7. References

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