Essex Virtual School for Children in Care

Essex Virtual School
Aspire to Achieve

Supporting Unaccompanied Asylum Seeking Children in school
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Supporting Unaccompanied Asylum Seeking Children through education

This pack has been produced by the Essex Virtual School working with colleagues across Essex County Council – for schools and Social Care colleagues

1. Introduction

This briefing pack is intended to provide clarity about the expectations for the education of Unaccompanied Asylum Seeking Children (UASC), the admissions process and how to support them once admitted to school. As UASC acquire ‘looked after’ status the Essex Virtual School will continue to support the education of this vulnerable group of learners on an individual case basis as appropriate to their needs. In addition to the guidance in this pack further information is available in the appendices.

For many UASC arriving in the UK they will have undertaken a traumatic journey, often half way round the world without their families - who they may never see again or know whether they are safe in their country of origin. They may have little or no experience of education and as such will require support to not only settle into the UK but into school life. However, some UASC will have received an education and may have a sound knowledge base in a variety of subjects; with some support to learn both spoken and written English they will soon be at a level with many of their peers.

In addition some young people will have experienced traumatic starts to their life, often living in countries that are at war, violence or they may have been trafficked into the UK and therefore will require additional pastoral support and counselling. Often their legal status remains uncertain and as such they may require time off school occasionally to attend legal and medical appointments.

2. The Legal Definition and Context

The term ‘Unaccompanied Asylum Seeker’ is used to describe a person who has made a claim for asylum within the meaning of s 16 (3) Nationality Immigration Asylum Act (NIAA) 2002 and is awaiting a decision from the Home Office.

The term ‘Unaccompanied Asylum Seeking Children’ is used to describe children who enter the country, apply for asylum and meet the following criteria:

- is, or (if there is no proof) appears to be, under eighteen
- is applying for asylum in his or her own right
- has no adult relative or guardian in this country
- Or those young people who enter the UK accompanied but become unaccompanied during their stay in the UK and subsequently claim Asylum in their own right.
2.1 Legal context

UASC are entitled to care and protection under the provisions of the Children Act 1989 & 2004 and where appropriate the Children (Leaving Care) Act 2000. They are children first and asylum seekers second, regardless of their immigration status, whilst in the care of Essex County Council.

3. School Admission

3.1 The Essex Coordinated Scheme

This scheme specifies that:
Upon receipt of an application, the school will consider the application without delay and make a decision as to whether a place is to be offered or not. In the majority of cases, a decision will be easy to make since a place should be offered unless the year group is fully subscribed to the admission number, or there are competing applications for a limited number of places.

All schools will formally determine any application received by either offering a place, or by writing to the parent/carer to refuse a place. This should be done within 7 school days of receiving an application in most cases.

The Statutory Guidance states that ‘Where a placement has been made in an emergency, or where education provision breaks down, the responsible local authority, through the child’s Social Worker and accountable Team Manager, should ensure that a suitable new education placement is secured within 20 school days.’ Social Care colleagues should identify and apply for a school rated either Outstanding or Good as soon as possible; the 20 days in which an application must be determined will only begin once it is submitted.

3.2 Promoting the Education of Looked After Children (DfE July 2014)

The Department for Education issued Statutory Guidance, Promoting the Education of Looked After Children, in 2014 (‘Statutory Guidance’). Under the terms of the Statutory Guidance Social Care colleagues should consult with their local authority ‘Virtual School’ where any child in care needs a new school.¹

UASC are entitled to an education like any other child of statutory school age.² Social Care will complete assessments including an age assessment if appropriate upon the arrival of UASC and produce a Care Plan to include education. The expectation is that a mainstream school place is sought as it should be for any other child with Care status. The Essex County

² Infant and primary schools provide for the full-time admission of all children offered a place in the reception year group from the September following their fourth birthday. The law does not require a child to start school until the start of the term following their fifth birthday; statutory school age is reached then. All young people were required to continue in education or training until the end of the academic year in which they turn 18.
Council website has a [Priority Admission (Catchment) Areas](https://www.gov.uk/government/publications/school-admissions-code--2) tool, where it is possible to find out which school’s priority admission area an address is located in.

Social Care will check the [Ofsted](https://www.gov.uk/government/publications/school-admissions-code--2) website for a copy of the school’s latest Ofsted inspection report. Social Care may also wish to speak with the school’s Designated Teacher for Children in Care, which all schools are required to have, in order to arrange a visit before making an application.

Most UASC are of secondary school age and can arrive at any point during the school year. In Essex there is the advantage of the Secondary School Mid-Year Admissions Protocol for Children in Care. This specifies that if an application is made to the ‘priority admission area’ school or, if there is no priority admission area, the nearest school to placement, the school is expected to admit, even if they are full in the child’s year group. Social Care colleagues are encouraged to arrange an admission meeting in order to discuss the specific needs of the child concerned.

**3.3. Applying for a school place**

Once it is known where a young person is to be living, an application for a school place will be made by Social Care. In the case of a secondary school, mid-year applications must be made directly to the school (details usually available on the school’s website). If the child is of primary school age the application should be made to [School Admissions](https://www.gov.uk/government/publications/school-admissions-code--2) at Essex County Council directly.

**4. Education provision**

It is recognised that the admission of UASC to school may present a challenge in terms of organising appropriate provision and resources. Many UASC are determined and enthusiastic learners. Their English language and communication skills may be limited but this in no way reflects their intellect or ability to learn with the right support. There have been some carefully planned, successful UASC integrations to Essex schools in recent years. With the right provision and support from inside and outside school UASC can flourish.

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**Case Study – Philip Morant School**

*English as an Additional Language (EAL) at Philip Morant School.*

The EAL department supports the learning of pupils whose first language is not English. This is done through liaison with teachers, in-class support, and small group or one to one English language tuition.

EAL pupils whose level of English affects their access to and understanding of the curriculum are given extra support to help them progress in this access and understanding. This is done through assisting teachers in being able to adapt their lessons and learning materials for the differentiation of an EAL pupil.

In-class support is also given in core subjects several hours a week. This assists the pupil specifically and allows the EAL Coordinator to also observe the lesson and pass on any comments to the teacher about what might help at other times where there isn't in class support. Continuing Professional Development training sessions are also available to staff in order to give help and advice on teaching their EAL pupils most effectively. This training ranges from general pointers, to adjusting lesson plans and materials in order for the EAL pupil to access the work. These training sessions have proved successful with many people taking on board the advice given. Helpful documents are also available for teachers via the ‘Teachers’ Toolkit’, the school’s Internet page for teaching staff. This ensures that there is help for teachers whenever they need it.

EAL tuition is also available to our pupils if this is considered appropriate. This service is particularly vital for our new arrivals, commonly refugees, who cannot speak English at all. This support helps the pupil gain confidence as they gradually start to learn the language and be able to understand more of their surrounding environment and the content of their lessons.

To help lower level EAL pupils achieve their full potential in KS4, efforts have been made to ensure that the subjects they not only enjoy, but also do well in, are given special attention. We aim to keep EAL pupils on a steady path of achievement, but also challenge them and elevate their achievements as much as we can.

One EAL pupil we currently have at the school is particularly talented in PE. Outside school they represent the town and the county for athletics and running, frequently achieving fantastic results. In an effort to help this pupil achieve a GCSE in this subject, timetable changes were made to the pupils’ original options so the pupil could take full GCSE P.E. The P.E department were very pleased to see the pupil be able to take GCSE P.E and have ensured the pupil is differentiated for during theory lessons to assist him in his understanding and completion of that side of the course.
4.1 Expectation of provision

All children and young people of statutory school age should receive full time education consistent with their Key Stage:

- 21 hours at Key Stage 1
- 23.5 hours at Key Stage 2
- 24 hours at Key Stage 3
- 24 hours at Key Stage 4 (Year 10)
- 25 hours at Key Stage 4 (Year 11)

A phased integration to school may be used for UASC but this should not be automatic; some UASC will have accessed education and may have a sound knowledge base in a variety of subjects.

5. Barriers to learning

One of the obvious and common barriers for UASC is a lack of English language skills. They may find conversations difficult to begin with and will often appear shy or reserved; therefore making group work and informal situations like break and lunch times difficult for them. UASC may require additional support to acquire basic oral English before progressing to reading and writing. Careful consideration of how to include UASC in lessons will be required; please see Appendix 1 for suggested classroom strategies.

Besides provision considerations for schools some UASC may be overwhelmed by the size of a school, the day to day routine of school life, and mixing with people of the opposite sex. UASC may show reluctance to change in front of others and may have no experience of practical subjects like Drama, or Design and Technology.

6. The wider school community

Many UASC are grateful for the fresh start and determined to gain an education. They can often bring many positive aspects to school, for example cultural opportunities for the wider school community through celebratory school assemblies and peer-working. It is recognised that schools will have established procedures to follow when admitting pupils ‘mid-year’; schools may want to consider whether there is anything additional required when admitting UASC. UASC may be interested in sport or other activities and could be encouraged to join clubs at or outside of school.
7. Integration Plan

Many UASC will not be aware of school routines and expectations and will need additional support. In addition to an admission meeting the following could be considered:

- Plan of school and tour
- Plan of the local area, including the route to and from school
- Names and introductions to key members of staff including photos
- Details of school the school routine eg breaks, lunch, change of lessons
- Term dates / school events
- Information on the curriculum, grading system, homework expectations
- Information on how to access school on-line learning and after school support
- School clubs and activities
- Uniform list, including PE and equipment list with any necessary religious or cultural adjustments
- Information on wider community support and clubs
- Peer buddy and named key worker
- Agreed plan of support which will be put in place
- Plan for progression review (could be PEP meeting)

8. School applications during the spring / summer terms if the child is chronologically Year 11

Schools may receive a request to admit a UASC to Year 10 or below for these UASC; indeed they may also seek admission to a lower year group for UASC who are chronologically of other year groups. Some schools have been agreeable to placing UASC into the year group below (or even into the year group two years lower than) the UASC’s chronological year group.

9. Exam dispensation

In this context schools should note that dispensation from statistical exam returns may apply to UASC. Under Department for Education (DfE) guidelines issued annually over recent years, schools have been able to apply for pupils recently arrived from overseas, with English as a second language, to be removed from the number of pupils at the end of Key Stage 4, provided that:

- he/she was admitted to an English school for the first time on or after the start of the DfE stated academic year (usually up to two years prior to the ‘current’ academic
year; considerations can be made where a pupil has been placed at another school for an interim period while awaiting immigration status)

- he/she arrived from overseas prior to their admission
- English is not an official language of the country they arrived from.

Schools should already be aware of the dispensation from statistical exam returns that may apply to some pupils. We have highlighted this for information and to encourage consideration of admission for UASC where a request has been made for a lower year group than what would be chronological; schools will need to complete their own checking processes using the DfE guidance.

Where it is not possible for UASC of Year 11 age who arrive during the spring or summer term to join a school either in Year 11 or in a lower year group, schools / Social Care colleagues should contact Bev Rossi, Fair Access Officer, Essex School Admissions, for advice (Tel: 033301 32247 / bev.rossi@essex.gov.uk). Alternative education provision can be considered on a case by case basis.

10. **Support for pupils with English as an additional language (EAL)**

An assessment should also be completed prior to the UASC starting. An Assessment Tool is included in Appendix 2.

All staff will need to be briefed on what to expect when the young person starts, including how to best support them and the assessments needed to ascertain their levels of learning and need.

11. **Ongoing support in school**

As with any new pupil who starts at school, they first few weeks can often feel overwhelming, confusing and lonely. This is especially true for UASC who will not have their family with them, in a strange country and who may be concerned for loved ones in their home country. Staff will need to be vigilant for signs of any deeper problems or difficulties that may emerge once the pupil begins to settle.

11.1 **Pastoral support**

It is important for the young person to feel part of the community. It may be helpful to obtain information about their country of origin and find out if there are any local groups who can offer support.
**11.2 Appointments**

Claiming asylum is a legal process and UASC will have a number of appointments to keep in support of their claim and any subsequent appeal. They will need to attend Home Office and solicitor appointments to prepare their claim to be heard. This can involve several days out of school over the course of a six month period.

**11.3 Counselling**

UASC may require on-going emotional support. Reasonable information should be shared with staff in order to support with any changes in behaviour in order to ensure that staff can be supportive.

**11.4 Socialising**

UASC may often feel socially isolated and could potentially become victims of bullying. They may have low self-esteem and lack confidence. To support a young person try to encourage them to attend lunch and after school clubs and join school teams. UASC may also need support in building and maintaining friendships.

**11.5 Review / Personal Education Plan (PEP)**

In order to provide on-going support as the young person settles into school it is vital to hold regular review meetings and discuss any concerns with the Social Worker / Foster Carer. In addition as the young person begins to settle there may be indications of additional needs which could require input from the school’s SENCO.

**12. Additional Support**

**12.1 Pupil Premium Grant Plus**

In 2014 the government introduced Pupil Premium Grant Plus (PPG+) for Children in Care, which is currently £1,900 per year. For Essex Children in Care PPG+ is allocated solely on the basis of the termly PEP1 completed by the school on CLA Tracker. It is not dependent on the PEP meeting, rather it is allocated on the basis of educational need; in some circumstances it may be more or less than the amount set according to need. The principle of schools using their professional judgement for appropriate use of PPG+ has not changed, rather it is the method by which it is accessed and the accountability of the Virtual School Head.

**12.2 The Essex Virtual School for Children in Care**

The Essex Virtual School is responsible for improving the attendance and academic progress of Essex children in care and will provide support and challenge as and where appropriate.
Virtual School staff carry out visits to review the academic progress of children in care, linking with colleagues involved with inclusion matters as appropriate. The Virtual School also works to address and resolve issues of school admission, attendance, behaviour and bullying.

12.3 Childrens Social Care

Each UASC will be allocated a Social Worker from point of entry in Essex. UASC will have no person with Parental Responsibility (PR) in the UK. Essex will accommodate them under S20 of the Children Act 1989 and assume PR. Essex County Council is the corporate parent of all UASC and is responsible for their welfare and decision-making.

Social Care will complete an assessment of need within 7 days of arrival which will form the basis of the Care Plan for the child. The Care Plan will be regularly reviewed in order to determine if needs continue to be met. Education provision will be invited to each review to contribute views. Each UASC will have an allocated Independent Reviewing Officer (IRO) responsible for chairing the statutory reviews of the Care Plans of all children in care. The IRO should ensure that a current PEP is considered as part of the review.

Many UASC will have suffered traumatic experiences and may require therapeutic intervention in the form of CAMHS, Tier 2 or 3 dependant on need, support from Social Care quadrant-based Mental Health Co-ordinators or in-school counselling provision where available. UASC will have the services of a LAC nurse who will oversee their health needs and ensure initial and review health assessments are undertaken.

Over and above being a UASC, children are seen as children in care and will be offered all support in order for them to remain safe from harm and reach their potential.

12.4 Ethnic Minority and Traveller Achievement

Peta Ullmann, Standards and Excellence Commissioner for Ethnic Minority and Traveller Achievement, works in partnership with all Essex schools in raising standards and narrowing the achievement gap between different groups of pupils and individuals particularly ethnic minority pupils, pupils with English as an additional language and pupils from a Gypsy, Roma and Traveller background. Peta will:

- Provide advice, guidance and information
- Promote a range of effective strategies and approaches and share examples of good practice
- Monitor standards and commission support for schools in Essex
- Facilitate collaboration and partnership working between schools
- Contact: 07785 722 428 or peta.ullmann@essex.gov.uk
13.  **Safeguarding**

As with all children in care, UASC are vulnerable. In particular, some UASC may be particularly vulnerable to radicalisation, trafficking or Child Sexual Exploitation (CSE). School staff are important as they may be able to identify concerns in these areas and help to prevent them from escalating. Any concerns related to radicalisation should be discussed with the Family Operations Hub who will advise on how to take these concerns forward. For details of how to access the Family Operations Hub, please see the Essex Schools Infolink: [Essex School Infolink / FOH](#). For concerns around CSE, contact should be made with the young person’s Social Worker. In addition, information and resources to support schools in working with young people vulnerable to CSE are available on: [Essex School Infolink / safeguarding / CSE](#).

14.  **Useful Contact Details**

Essex Virtual School

*Cathryn Adams* is the Head of the Virtual School in Essex.

Our [website](#) contains further information on our service; the education of children in care; training opportunities and support for schools and other professionals.

Our email address is [virtualschool@essex.gov.uk](mailto:virtualschool@essex.gov.uk).

**Other contacts:**

Essex School Admissions Fair Access Officer: *Bev Rossi*  Tel: 033301 32247

Standards and Excellence Commissioner for Ethnic Minority and Traveller Achievement: *Peta Ullmann*, Tel: 07785 722 428
Appendix 1 - Successful Classroom Strategies

Schools play a crucial part in providing stability and a regular routine for children and young people. The induction into a new school environment for a UASC will be fundamental to their future success in education. Careful planning of how to create an inclusive learning environment is very important.

Naming
- Check the pronunciation of the child’s name
- Make sure you pronounce it correctly

Communicating
- Use non-verbal clues and materials
- Be careful about gestures, body contact and personal space due to cultural differences
- Use positive body language
- Explain and model language
- Simplify text and focus on key words, and develop bi-lingual key vocabulary lists

Speaking
- Don’t insist on speech too early
- Listening time is important
- Provide opportunities to practise key words in different contexts
- Provide opportunities to talk before writing

Surviving
- Show classroom routines
- Introduce basic language and make the verbal curriculum more visual
- Use a bilingual or picture dictionary
- Use the Internet, first language versions of some key texts are available
- Speak clearly and translate where practical
- Use mind maps to help with organising ideas

Grouping
- Seat child with supportive pupils of similar ability, who understand the work

Buddying
- Pair with a responsible, caring, articulate child who will act as a guide, friend and role model
Appendix 2 - Guidance for the Assessment of Newly Arrived Pupils

Assessment of students with English as an additional language is a continuous process. It begins before the student is admitted with the gathering of background information, including cultural heritage, to establish previous experiences and achievements and to identify possible factors that may affect learning.

As a student settles in, detailed observations can be made during whole class and small group situations and more focussed individual assessments of Listening, Speaking, Reading and Writing can be carried out in a 1-1 session.

For materials and toolkits that can be used for assessment purposes, contact Peta Ullmann, Standards and Excellence Commissioner for Ethnic Minority and Traveller Achievement.
Some Key Points about Assessment

1. Build a profile of the student’s prior learning

Information available to the school regarding a new student’s prior language and literacy learning will have an impact on the type of support which the school organises and provides. Initial contact with the student’s parents/carers should be conducted in a sensitive manner where those concerned are made aware that information gleaned during meetings will only to be used for the purpose of supporting the student’s well-being in school. Where possible, it will be important to determine whether the student has previously attended school, in the UK or in other countries. If the student has attended school in other countries it will be useful to know the language of instruction used in the school which the student has attended.

2. Assessment during the ‘silent’ phase

A student who is learning a new language in a new cultural context may appear withdrawn and experience a ‘silent’ phase. During this silent phase it is important for the school to monitor the student’s on-going social, cognitive and linguistic development. Each student’s experience of the silent phase is influenced by individual factors so the length of time that the young person remains silent will vary. However, over time it should be possible for the teacher to note increased interaction between the student and others in the classroom. This interaction may take the form of the student looking at and copying the actions of other students, engaging in non-verbal forms of communication such as using gestures or calls for attention or using his/her home language as a means of communication.

3. Teacher observation

Teachers’ observations of the student’s work, his/her interactions with peers and the strategies that the student uses to engage with a task are an effective assessment mechanism for monitoring the student’s learning. Structured observations that investigate specific skills such as developing reading skills or making communication ‘repairs’ (further explanation following breakdowns in conversation due to misunderstanding) will also enable teachers to pinpoint specific areas of speaking and social skills which should be supported.

4. Portfolios

Portfolios providing evidence of progress usually consist of purposefully chosen pieces of work. The samples of work chosen for the portfolio should be illustrative of how the student’s learning develops over time. For example, a teacher may collect the following types of materials for a student who is at the initial stages of learning English as an additional language:

• drawings, sketches, annotated diagrams
samples of writing the student has generated in his/her home language as a result of classroom based activities (that is, if the student is literate in his/her home language)

• examples of first letters and words written in English and attempts at writing using one or more sentences

• word lists in English or early bilingual dictionaries which assist the student to use language within his/her immediate school and home environment

• an electronic portfolio of work, including recordings of student reading aloud, samples of presentations or written work and samples of audio/visual work

6. Stages of English Language Acquisition

The Stages of English Language Acquisition can be used to identify and describe language development over time, identify future learning goals and objectives and inform teachers about the rate of progress a student is making.

7. Using standardised tests

Many standardised tests are not designed for students new to English. Generally, schools may decide to involve the student for whom English is an additional language in standardised tests once he/she has reached a certain level of the linguistic competence in English. Each year, the Standards and Testing Agency provides written guidance about the administration and reporting of SATs as do examination boards about students recently arrived from overseas.
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<thead>
<tr>
<th>NAME:</th>
<th>FORM:</th>
<th>YES</th>
<th>PARTIALLY</th>
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<tbody>
<tr>
<td><strong>STEP 1</strong></td>
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<tr>
<td><strong>LISTENING</strong></td>
<td>Relies on visual clues for learning with L1 support</td>
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<td></td>
<td>Can name familiar classroom objects/equipment</td>
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<td>Can understand and follow familiar instructions</td>
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<tr>
<td><strong>SPEAKING</strong></td>
<td>Understands a little but could still be in 'Silent period'</td>
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<td></td>
<td>Can respond to familiar Qs and instructions using single words, short phrases, gestures or L1</td>
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<td></td>
<td>Can communicate likes/dislikes, dietary needs using single words, short phrases</td>
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<td><strong>READING</strong></td>
<td>May use L1 to access English texts</td>
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<td></td>
<td>Is starting to become familiar with the shape and sound of the alphabet</td>
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<td></td>
<td>Can follow gist of English texts when supported with visuals</td>
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<td><strong>WRITING</strong></td>
<td>Can write own name and other familiar words</td>
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<td></td>
<td>Can relate some English sounds to the written form</td>
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<td><strong>STEP 2</strong></td>
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<tr>
<td><strong>LISTENING</strong></td>
<td>Understands familiar conversational phrases</td>
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<td></td>
<td>Can follow narrative and understand simple ideas expressed through spoken and visual material</td>
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<td></td>
<td>Listens and responds to paired/group discussion</td>
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<tr>
<td><strong>SPEAKING</strong></td>
<td>Can use a small range of familiar phrases to communicate needs/ideas/meaning</td>
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<td></td>
<td>Shows some control of English word order and pronunciation in short utterances</td>
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<tr>
<td><strong>READING</strong></td>
<td>Can read simple texts with repeating language and structure</td>
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<td></td>
<td>Predicts story/events of a text using visual cues/discussion</td>
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<td></td>
<td>May be able to read more than s/he can understand</td>
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<tr>
<td><strong>WRITING</strong></td>
<td>Can write simple sentences with support</td>
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<tr>
<td></td>
<td>In discussing own text will be able to explain more than s/he can write</td>
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<td><strong>L1 T/HOLD</strong></td>
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<tr>
<td><strong>LISTENING</strong></td>
<td>Listens well but needs to discuss new ideas to help understanding</td>
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<td></td>
<td>Can listen attentively to the teacher and other pupils</td>
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<td>Pupil may seem to listen attentively but does not necessarily understand</td>
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<td><strong>SPEAKING</strong></td>
<td>Can convey meaning and express needs using 2-3 word phrases</td>
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<td></td>
<td>Can speak more fluently with friends in everyday situations</td>
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<td></td>
<td>Can communicate in meaningful sentences although the grammar may be incorrect</td>
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<td><strong>READING</strong></td>
<td>Has developed a sight vocabulary of some common words and those used in the curriculum</td>
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<td>Can demonstrate an understanding of what is read</td>
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<td>Can read and understand simple texts with support</td>
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<tr>
<td>WRITING</td>
<td>Can write independently and convey meaning through recognisable words, phrases and sentences but spelling and sentence structure are irregular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1 SECURE</td>
<td>YES</td>
<td>PARTIALLY</td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>Can understand most classroom interactions and explanations with visual or other support</td>
<td>Can follow and respond appropriately to familiar instructions, but may not understand idioms</td>
<td></td>
</tr>
<tr>
<td>SPEAKING</td>
<td>Is beginning to express ideas using language features: connectives, simple past and future tenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>Increased sight vocabulary of commonly used words in different contexts</td>
<td>Responds to text expressing personal views, answering factual questions</td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>Is beginning to use simple punctuation: full stops, capital letters</td>
<td>Can spell familiar and consonant/vowel/consonant words correctly, e.g. cat</td>
<td></td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>Writing demonstrates more complex ideas in sequences of events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPEAKING+</td>
<td>Take part as speaker and listener in most classroom exchanges although may misunderstand more complex utterances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>Beginning to show more confidence in speaking to convey meaning</td>
<td>Can use subject specific vocabulary which has been taught</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>Can use appropriate expression and intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>Beginning to read a variety of fiction and non-fiction without support</td>
<td>Can sustain accurate, independent reading over short passages of text</td>
<td></td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>When subject matter is familiar, can use a variety of strategies to make sense of the text and self-correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPEAKING+</td>
<td>Can write for different purposes though writing may be based more on speech models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>Can link ideas within a text using a range of connectives</td>
<td>Usually spells simple words correctly and uses phonetically plausible spelling for others</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>Can write more complex sentences though grammar may show evidence of EAL e.g. omission of article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>Can produce writing which shows structure and a logical progression of ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>May rely on one tense e.g. simple past and present with signs of other tenses emerging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPEAKING+</td>
<td>Able to understand and recount the main points of a discussion or presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>Can ask relevant questions and make comments</td>
<td>May try to be adventurous but may misjudge vocabulary choice</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>Can read a range of age-appropriate text and understand most of what they have read</td>
<td>Can make simple inferences from the text</td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>Able to read sentences with complex SVO patterns though fluency will be slower</td>
<td>Able to write at length in a range of writing forms</td>
<td></td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>Can produce writing which shows structure and a logical progression of ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPEAKING+</td>
<td>May rely on one tense e.g. simple past and present with signs of other tenses emerging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>May have minor grammatical errors e.g. in tense, use of pronouns, subject/verb agreements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Assessment of English language acquisition: Stages 1 and 2

<table>
<thead>
<tr>
<th>Name of pupil</th>
<th>Stage 1: new to English as found in <em>A Language in Common</em> (ref. QCA/00/584)</th>
<th>Stage 2: becoming familiar with English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This row contains the descriptors which are to be used</td>
<td>ADVANCED STAGE 2 (as shown on next page)</td>
</tr>
</tbody>
</table>

### PRE STEP 1
- **Listening Skills**
  - Pupils respond to familiar people/routines/activities/actions including response to their own names.
  - They show understanding of names of familiar objects e.g. items in a picture.
  - They listen attentively for short bursts of time.
  - They use non-verbal gestures to respond to greetings & questions about themselves.
  - They follow up simple instructions based on the routines of the classroom.

### STEP 1
- Pupils understand simple conversational English.
- They listen & respond to the gist of general explanations by the teacher where the language is supported by non-verbal cues, including illustrations.

### STEP 2
- With support, pupils understand & respond appropriately to straightforward comments or instructions addressed to them.
- They listen attentively to a range of speakers, including teacher presentation to the whole class.

### LEVEL 1 THRESHOLD
- In familiar contexts, pupils follow what others say about what they are doing & thinking.
- They listen with understanding to sequences of instructions & usually respond appropriately in conversations.

### LEVEL 1 SECURE
- Pupils understand more English than they may use.
- Pupils are beginning to understand a variety of commonly used phrases & expressions.
- Pupils demonstrate increasing ability to understand conversation from peer group.
- They are able to understand stories/speech without visual cues.
- They are able to understand complex instructions for task set.

### STAGE 2
- Pupils understand more English than they may use.
- Pupils are beginning to understand a variety of commonly used phrases & expressions.
- Pupils demonstrate increasing ability to understand conversation from peer group.
- They are able to understand stories/speech without visual cues.
- They are able to understand complex instructions for task set.

### Speaking Skills (& non-verbal communication)
- Pupils communicate simple needs, wants or feelings with intent, using facial expressions/signs/sounds as appropriate.
- They attempt to communicate in their home language to peers, where present.
- Pupils echo words & expressions drawn from classroom routines & social interactions to communicate meaning.
- They express some basic needs, using single words or phrases in English.
- Pupils copy talk that has been modelled.
- In their speech, they show some control of English word order & their pronunciation is intelligible.
- Pupils speak about matters of immediate interest in familiar settings.
- They convey meaning through talk & gesture & can extend what they say with support.
- Their speech is sometimes grammatically incomplete at word & phrase level.
- Pupils speak about matters of interest to a range of listeners & begin to develop connected utterances.
- What they say shows some grammatical complexity in expressing relationships between ideas & sequences of events.
- Pupils convey meaning sustaining their contributions & the listeners' interest.
- Pupils participate in conversation with short appropriate responses.
- Pupils are able to hold a conversation spontaneously with peer group/teacher.
- They are able to report chronological events.

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<table>
<thead>
<tr>
<th><strong>PRE STEP 1</strong></th>
<th><strong>STEP 1</strong></th>
<th><strong>STEP 2</strong></th>
<th><strong>LEVEL 1 THRESHOLD</strong></th>
<th><strong>LEVEL 1 SECURE</strong></th>
<th><strong>STAGE 2</strong></th>
<th><strong>ADVANCED STAGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Skills</strong></td>
<td>Pupils enjoy looking at pictures/books/other written material. They show early book-handling skills. They are able to follow sequence in a picture book. They recognise that print conveys meaning.</td>
<td>Pupils participate in reading activities. They know that, in English, print is read from left to right &amp; from top to bottom. They recognise their names &amp; familiar words &amp; identify some letters of the alphabet by shape &amp; sound.</td>
<td>Pupils begin to associate sounds with letters in English &amp; to predict what the text will be about. They read words &amp; phrases that they have learnt in different curriculum areas. With support, they can follow a text read aloud.</td>
<td>Pupils can read a range of familiar words &amp; identify initial &amp; final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences &amp; use contextual clues to gain understanding. They respond to events &amp; ideas in poems, stories &amp; non-fiction.</td>
<td>Pupils use their knowledge of letters, sounds &amp; words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories &amp; non-fiction.</td>
<td>Pupils can select, independently, books for their own use for pleasure &amp; information. They enjoy shared/paired reading. They progress through reading schemes.</td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>Pupils make marks drawing on paper. They hold/use pencil/pen/crayon/felt pen. They use pictures to convey meaning.</td>
<td>Pupils use English letters &amp; letter like forms to convey meaning. They copy or write their names &amp; familiar words &amp; write from left to right.</td>
<td>Pupils attempt to express meaning in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves &amp; a familiar reader &amp; shows some knowledge of sound &amp; letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.</td>
<td>Pupils produce recognisable letters &amp; words in texts which convey meaning &amp; show some knowledge of English sentence division &amp; word order. Most commonly used letters are correctly shaped but may be inconsistent in their size &amp; orientation.</td>
<td>Pupils use phrases &amp; longer statements which convey ideas to the reader making some use of full-stops &amp; capital letters. Some grammatical patterns are irregular &amp; pupils’ grasp of English sounds &amp; how they are written is not secure. Letters are usually clearly shaped &amp; correctly orientated.</td>
<td>Pupils are beginning to write short passages modelled on texts. They occasionally use adjectives &amp; are beginning to be aware of different tenses in sentence structure. They use phonic cues as a strategy in writing.</td>
</tr>
</tbody>
</table>
### Assessment of English language acquisition: Stages 3 and 4

<table>
<thead>
<tr>
<th>Name of pupil</th>
<th>Year</th>
<th>Stage 2: becoming familiar with English</th>
<th>Stage 3: becoming a confident user of English</th>
<th>Stage 4: a fluent user of English in most social &amp; learning contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Skills</strong></td>
<td></td>
<td><strong>ADVANCED STAGE 2</strong> (as shown on previous page)</td>
<td><strong>EARLY STAGE 3</strong></td>
<td><strong>INTERMEDIATE STAGE 3</strong></td>
</tr>
<tr>
<td><strong>Pupils</strong></td>
<td></td>
<td>Pupils demonstrate increasing ability to understand conversation from peer group.</td>
<td>Pupils are beginning to understand reasoned discussion. They listen attentively to stories, poems, descriptions &amp; narratives. They are able to understand complex instructions/information in subject-specific context.</td>
<td>Pupils are beginning to understand commentary which contains complex structures &amp; subject-specific language with visual support e.g. television/video/DVD programmes. They listen with a greater span of concentration to more difficult speech/text without visual cues.</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong></td>
<td></td>
<td><strong>Speaking Skills</strong> &amp; non-verbal communication</td>
<td><strong>Pupils</strong> can talk about texts heard or read. They are beginning to successfully express more complex needs. They are able to convey the gist of message to a third person.</td>
<td>Pupils are beginning to predict outcomes given information. They are beginning to express own opinion appropriately. They are able to relate real or imaginary events e.g. commentary on video/DVD or home experiences.</td>
</tr>
<tr>
<td><strong>Reading Skills</strong></td>
<td><strong>ADVANCED STAGE 2</strong></td>
<td><strong>EARLY STAGE 3</strong></td>
<td><strong>INTERMEDIATE STAGE 3</strong></td>
<td><strong>ADVANCED STAGE 3</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>-------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Pupils demonstrate knowledge of alphabet using word books &amp; dictionaries.</strong>&lt;br&gt;They are able to read accurately &amp; understand signs, labels, notices &amp; high frequency words.</td>
<td>Pupils make effective use of alphabetical index &amp; contents pages.&lt;br&gt;They are becoming independent readers of English.&lt;br&gt;They are beginning to recognise where to write personal information on forms or questionnaires.</td>
<td>Pupils make effective use of dictionary to check meaning.&lt;br&gt;They are able to extract relevant information from simple diagrams, graphs &amp; maps.&lt;br&gt;They are beginning to acquire widening vocabulary from reading stories, poems &amp; factual texts.</td>
<td>Pupils are beginning to follow written instructions in formal situations.&lt;br&gt;They are willing to take risks as independent English readers, but still need support with unfamiliar texts e.g. Science, History, Geography.</td>
<td>Pupils make effective use of dictionary &amp; texts for a variety of purposes.&lt;br&gt;They are able to follow written instructions from text or diagram but still needing support for subject specific language.</td>
</tr>
</tbody>
</table>

| **Writing Skills** | **Pupils are beginning to write independently.**<br>They are beginning to write factual chronological events, but with support. | **Pupils are beginning to appreciate & use a range of writing genres.**<br>They are able to complete simple forms & questionnaires.<br>They are beginning to revise & redraft in discussion with the teacher, other adults or pupils. | **Pupils are able to write a simple message/letter from spoken information.**<br>They are able to give a written account of an event or experience in chronological order but need support with punctuation, paragraphing etc. | **Pupils demonstrate a growing command of syntactic structure & are developing the use of metaphor & pun.**<br>They are able to write a clear set of instructions/reports/summaries/hypotheses.<br>They can put into writing a clear set of information from diagrams, graphs & prints. | **Pupils are independent writers in most contexts but still need support in using subtle nuances of metaphor & Anglo-centric, cultural content in poems & literature.**<br>They are able to write a description related to an event or personal experience. |
# EAL Assessment and Targets

**School:** [Name]
**Pupil Name:** [Name]
**Date:** [Date]
**Year Group/Form:** [Year Group/Form]

**Subject:** Initial EAL assessment.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Currently</th>
<th>Targets</th>
<th>Strategies</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking &amp; Listening</td>
<td>EAL Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>EAL Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>EAL Level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Assessment details:**

**Signed:**
**Position:**
## Useful information re: New Arrivals – this page for distribution to all relevant staff

<table>
<thead>
<tr>
<th>Full name: (in order and underline the family name, please indicate any preferred name)</th>
<th>M/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of Birth</td>
<td>Date of arrival in UK (if not UK born)</td>
</tr>
</tbody>
</table>

Please give further information if the pupil has lived in more than one country.

### Further background information:

- **Favourite subjects in school**
- **Interests and hobbies**
- **Prior experience which may affect learning e.g. trauma and disrupted education**
- **Will the pupil be attending community class/school? Please give details**
- **Does the pupil need to wear particular clothing for cultural and religious reasons?**

### Pupil’s use of language: (including English)

<table>
<thead>
<tr>
<th>Languages</th>
<th>Speaking (proficiency)</th>
<th>Reading (proficiency)</th>
<th>Writing (proficiency)</th>
<th>Used with/where</th>
</tr>
</thead>
</table>

### Previous schooling: (including breaks in education, pre-school and UK education)

<table>
<thead>
<tr>
<th>Country</th>
<th>Date started</th>
<th>Ages (from-to)</th>
<th>Languages used</th>
<th>Assessment exams/grades</th>
<th>Repeated years</th>
</tr>
</thead>
</table>
Family information:

<table>
<thead>
<tr>
<th>Name of parents/carers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Relationship of carer/carers to the pupil (if not parents)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contact details of parents/carers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Siblings</th>
<th>Age</th>
<th>Gender</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other relevant details</th>
</tr>
</thead>
</table>

Dietary and health issues:

<table>
<thead>
<tr>
<th>Favourite foods and preferred diet</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dietary restrictions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Known medical conditions</th>
</tr>
</thead>
</table>

Support for parents and carers: (tick boxes)

<table>
<thead>
<tr>
<th>Interpreter support at parents’ meetings needed</th>
<th>The parent or carer can bring an interpreter</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Bilingual translations of school letters and leaflets would be helpful</th>
<th>Parent/carer can arrange for school letters to be translated</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Information about education system/formal assessment/exams needed for parents/carers</th>
<th>Contact details of local community groups</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Refugee status</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Asylum seeker status</th>
</tr>
</thead>
</table>

Other information

<table>
<thead>
<tr>
<th>Asylum seeker/refugee pupil</th>
<th>Foster carer</th>
<th>Social worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact details</td>
<td></td>
<td>Contact details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLA (Child Looked After)</th>
<th>Foster carer</th>
<th>Social worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact details</td>
<td></td>
<td>Contact details</td>
</tr>
</tbody>
</table>

Data collected by: ____________________________  Date: _______________
Appendix 3 - Pastoral / Welfare Support in School

Inevitably, UASC will almost certainly show signs of trauma. Many UASC may have witnessed terrible events in their home country and will have had a traumatic journey to the UK. In many cases their parents / family members may have been killed. Having arrived in the UK, they have to settle into a new environment, learn a new language and settle into a life with new families / carers who, often, do not share their cultural background. The effects of trauma, loss and change may affect their behaviour in school.

Some behaviour often caused by severe distress and trauma

- mood swings and showing signs of becoming withdrawn
- reduced concentration, showing little interest and not making progress
- becoming irritable, disobedient and disruptive
- self-harming
- isolation – not being part of a strong friendship group
- trust issues – showing difficulties in building relationships with adults
- deterioration in attendance and increasing lateness

Supportive strategies

- offer encouragement and praise
- support with friendship building
- provide an allocated buddy
- include in breakfast and / or homework club
- encourage participation in extra-curricular activities in and out of school
- be aware of potential bullying and / or racism and ensure that such are dealt with promptly
- offer access to in-school counselling support
- where possible, encourage UASC to meet with others in similar situations, sharing the same language and / or experiences