



# SUPPORTING LEARNERS AND FAMILIES FROM REFUGEE BACKGROUNDS.

## Frequently asked questions

The HFL Education Wellbeing team has developed a series of frequently asked questions to help support schools that have pupils and families from refugee backgrounds. Refugees are all individuals and not a homogeneous group. Refugees come from different countries and will have differing personal histories, which may include experiencing or witnessing persecution, violence, loss, separation and family upheaval. Families arriving in Hertfordshire will have experienced challenging journeys and will have differing needs to help them resettle and rebuild a positive future in their new community. Although this document focuses mainly on refugees from Ukraine and Afghanistan, much of the guidance is helpful in the wider context to include pupils and families from other refugee backgrounds, British nationals (overseas) and families seeking asylum.

**This work has been commissioned by Hertfordshire County Council.**

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The questions have been organised into the following themes for ease of access.

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## 01. Definitions

### What is the definition of a refugee?

Defined by the United Nations Refugee Convention as someone who: “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country”. (Article 1, 1951 Convention Relating to the Status of Refugees)

### What is the definition of an asylum seeker?

Someone who has arrived in a country and asked for asylum. Until they receive a decision as to whether or not they are a refugee, they are known as an asylum seeker. In the UK, asylum seekers do not have the same rights as a refugee or a British citizen. For example, people seeking asylum aren't allowed to work and have no recourse to public funds (benefits).

### What is the definition of a British national overseas (BN(O))?

Someone who was a British overseas territories citizen by connection with Hong Kong and was able to register as a BN(O) before 1 July 1997.

British overseas territories citizens from Hong Kong who did not register as British nationals (overseas) and had no other nationality or citizenship on 30 June 1997 became British overseas citizens on 1 July 1997. For further information, see [Types of British nationality: British national \(overseas\), GOV.UK](#).



## 02. Education systems outside of England

### Where can I find out more about the education systems outside of England?

The website [scolaro.com](https://www.scolaro.com) allows a search by country: [Scholaro database](#)

#### Afghanistan

- two education systems exist in parallel in Afghanistan, religious education is the responsibility of clerics at mosques, while the government provides free academic education at state schools
- from age 7 to 13, pupils attend primary schools, learning the basics of reading, writing, arithmetic and their national culture. Students must pass an examination at the end of this phase if they wish to study further
- at secondary school, students have a choice between continuing with an academic path for three years, leading to university, or study-vocational and trade skills.

#### Hong Kong

- It is modelled on the UK system and is compulsory for nine years from age 6 – 15.
- Primary school is from age 6 – 12 and is considered highly competitive.
- Middle school or Junior secondary school is from age 12 – 15.
- It is expected that pupils will enrol for an additional three years for senior secondary school, with a further two years for the advanced level.
- Examinations are taken throughout.

## Iran

- School education is free and mandatory at primary school level.
- 42% of the national budget is applied to education and runs from 5 – 11 (elementary education/ Dabestan) to Middle and secondary education (7-9 and 10 -12). Children are initiated through one year pre-school orientation prior to primary school.
- Pupils must pass a national examination to move from primary to middle school.
- At secondary school, pupils can choose between an academic or technical pathway.

## Iraq

- School starts age 6. However, education has been significantly disrupted by war and the situation is particularly challenging for girls in rural areas.
- This period is followed by Intermediate Secondary Education from 12 – 15.
- At the end of Preparatory Secondary Education (period of three years), pupils are expected to take their Sixth Form Baccalaureate.

## Pakistan

- Primary education is from age 6 – 14.
- Secondary education is 14 – 18 with annual exams. Following completion of grade 10, pupils may qualify for a secondary school certificate. In grade 12 (final year), pupils can sit a final exam for their higher secondary school certificate.

## Sri Lanka

- School education is compulsory from 6 – 14.
- Primary school is from age 6 – 11 with an optional scholarship examination to gain entry to a superior grade school.
- This is followed by compulsory middle school from 12 – 14.
- Pupils will sit GCE O-Levels in secondary school and will have to pass A Levels to progress to university.

## Syria

- Education is compulsory from 6 – 15. Children enrol in primary school following state-managed kindergartens.
- At the end of middle school, all students complete the national exam which will determine their pathway (general or technical) if they wish to carry on with non-compulsory education.
- There are national exams at the end of year 12 to determine university/college place and specialisation.

## 03. Admissions and funding

### How are pupils from refugee backgrounds allocated school places?

The Hertfordshire local authority (LA) is responsible for allocating any child from refugee and asylum backgrounds a school place.

For admissions during the school year, the LA attempts to find places through its usual in-year admission policy. Where this isn't successful due to no vacancies within statutory walking distance, children may meet the criteria for the fair access protocol (FAP).

FAP is intended to make sure children miss out on as little school as possible. You must admit a child when asked to in accordance with FAP, and these children should take precedence over children on your school waiting list.

### Will a school admitting a pupil from a refugee background receive additional funding?

Whilst the funding a refugees receives depends on which scheme refugees have arrived under and when, additional funding for different refugees ceased on 28th February 2023. Detailed information for councils can be found [here](#). For further details, please contact [Glenda.Hardy@Hertfordshire.gov.uk](mailto:Glenda.Hardy@Hertfordshire.gov.uk).

### Will a school admitting a pupil from a BN(O) background receive additional funding?

No, there is no additional funding for pupils arriving from Hong Kong under the British Nationals (Overseas) visa.

### Are children from refugee backgrounds entitled to free school meals?

All children in reception, Year 1 and Year 2 are entitled to a free school lunch regardless of their immigration status.

#### Register for free school meals (Reception, Year 1 and Year 2)

**Children in Year 3 or above** can get a free school meal if parents receive any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (as long as they are not also entitled to Working Tax Credit and they don't get more than £16,190 a year)
- Working Tax Credit run-on (paid for four weeks after you stop qualifying for Working Tax Credit)
- Universal Credit (with annual earned income of no more than £7,400 after tax and not including any benefits you get)

## What about children from refugee and asylum backgrounds?

The government has extended free school meals eligibility to all children with no access to public funds (NRPF). This means that refugee and asylum seeking children will be given a lunchtime meal at school. Schools will not need to use the eligibility checking system (ECS) for these families as they are not in receipt of Universal Credit/benefits. For further advice, please visit [GOV.UK](https://www.gov.uk).

## Do schools receive funding to provide free school uniform?

No, there is no additional funding for uniform. It will be helpful to signpost families to supermarkets or to any pre-used uniform store within the school. [HertsHelp](#) is a network of community organisations that may be able to offer support. Call HertsHelp on **0300 123 4044** or email [info@hertshelp.net](mailto:info@hertshelp.net).

## Can families apply for home-to-school transport funding?

Very few children can get free home-to-school transport. Hertfordshire's transport policy can be [accessed on this page](#).

## Are children from refugee backgrounds eligible for PPG funding?

Refugee pupils are not automatically eligible for pupil premium grant (PPG) funding, unless they are directly looked after by the LA or in receipt of free school meals.

See the DfE's pupil premium guidance, under "[Non-eligible pupils](#)".

Schools do not have to spend pupil premium solely to benefit eligible pupils. Schools can also use it wherever they identify the greatest need.

## 04. Local support for families

### Where can I find details about support for refugee families in Hertfordshire?

There is support for refugees and asylum seekers locally and nationally. There is specific support regarding re-matching for Ukrainians in Hertfordshire [here](#) as well as for other groups.

The site includes information on the following:

- newly arrived guests
- jobs and benefits
- education
- accommodation
- local groups and support
- social care and child protection
- LGBTQ+ support
- GPs (doctors)
- Pharmacies and medication
- Dentists
- wellbeing support
- family health

### Are there local support organisations that can offer families support if they have recently arrived in Hertfordshire or have been in Hertfordshire for a longer period of time?

There are many local charities and community organisations offering support to families in Hertfordshire, including the following community help partners:

Hertsmere and St Albans – [welcome@communities1st.org.uk](mailto:welcome@communities1st.org.uk) or **020 8386 4006**

Watford and Three Rivers – [cvs@w3rt.org](mailto:cvs@w3rt.org) or **01923 216950**

Dacorum – [welcome@communityactiondacorum.org.uk](mailto:welcome@communityactiondacorum.org.uk) or **01442 617639**

Welwyn Hatfield – [office@whcvs.org.uk](mailto:office@whcvs.org.uk) or **01707 274861**

Broxbourne and East Herts – [michal@cvsbeh.org.uk](mailto:michal@cvsbeh.org.uk) or **0300 123 1034**

North Herts and Stevenage – [info@nhcvs.org.uk](mailto:info@nhcvs.org.uk) or **01462 689400**

The **Hertfordshire with Ukraine website** is hosted by **Community Help Herts**, a partnership of voluntary sector organisations, which helps signpost to **additional voluntary sector support in Hertfordshire**.

The government has published a welcome guide for Ukrainians arriving in the UK. The guidance is translated into Ukrainian. Information can be found at [GOV UK | Welcome Guide for Ukrainians arriving in the UK](#).

Schools who are looking for wider support in Hertfordshire, such as further information on housing, mental health and wellbeing, domestic violence and employability can contact HCC directly on: [asylumsupport@hertfordshire.gov.uk](mailto:asylumsupport@hertfordshire.gov.uk). They have produced an excellent guide on an array of local and national services called 'Refugees and Asylum Seekers in Hertfordshire: Referral Pathways and Key Information Booklet for Professionals and Volunteers'.





## 05. Working with parents

### How can the school help inform parents and carers about the education system in England?

The **Bell Foundation** provides an explanation of how the primary and secondary education system works in England. It covers topics including:

- how to find a school place for your child
- when exams and tests happen
- what happens on a day-to-day basis
- which subjects are taught
- what children need in school
- how you can support your child

“**About the English Education System**” – for primary and secondary schools – is available in English, Ukrainian and Dari (official and most widely spoken language in Afghanistan) and other commonly used first languages.

**Primary Schools**    [English](#) [Ukrainian](#) [Dari](#) [Arabic](#) [Chinese](#) [Polish](#) [Romanian](#) [Somali](#) [Urdu](#)

**Secondary Schools**    [English](#) [Ukrainian](#) [Dari](#) [Arabic](#) [Chinese](#) [Polish](#) [Romanian](#) [Somali](#) [Urdu](#)

The government has also produced a range of **welcome guides** for refugees in different languages which also includes information about the education system in England.

### How can parents support their child’s learning in school?

The Bell Foundation has produced guidance for parents in a variety of languages, '**Helping your children learn: Guidance for parents of students who use English as an Additional Language (EAL)**'.

[English language version](#)

[Ukrainian language version](#)

[Dari language version](#)

## 06. Early Years Foundation Stage (EYFS)

### What support is available for children too young to attend school?

As Government funded education is not classed as a 'public fund' for immigration purposes, it can be accessed regardless of immigration status. Eligibility criteria exists and therefore it is possible that not all families will qualify. The government have also produced a [welcome pack for Ukrainian refugees](#).

**Children under two:** There is no government scheme to assist with the cost of childcare for children under two. However, the [Family Centre Service in Hertfordshire](#) offers support, fun play sessions and a chance to meet new people.

**Two-year-olds:** Families may be eligible for 15 hours of free childcare each week (during term time). This depends on their circumstances. [Check online whether you are eligible](#).

**Children aged three or four:** Families are entitled to at least 15 hours of free childcare each week (during term time). Families require no application code or voucher. Families can find a childcare provider and contact them directly about accessing free childcare with them. Some schemes are limited to working parents, are not available to families with no recourse to public funds or require families to have residency. For example: 30 hours each week for 3 and 4 year olds, 15 hours each week for all 2 year olds, and tax-free childcare for children aged 11 and under.

### Hertfordshire childcare finder

The DfE's article on [applying for school places and childcare](#) (including Ukrainian language translation) may be helpful for families.

### What guidance is available for practitioners in EYFS supporting children from refugee backgrounds?

Young children from refugee backgrounds benefit greatly from access to early years educational provision. The support, facilities and care provided will help them to feel safe and secure and develop confidence, and promote their language and communication skills. The [National Association for Language Development in the Curriculum \(NALDIC\)](#) offers guidance.



## 07. Translation and interpretation services

### How can translation and interpreting services be accessed?

All Schools in Hertfordshire have access to HCC's translation and interpreting services offered by the INTRAN framework arrangements. Hertfordshire County Council will meet the cost of all statutory requests for spoken language and sign language interpreting only.

All other requests, including all written translations telephone interpreting as well as non statutory requests will be met by the requesting school directly. For more information, please see [here](#).

You can also contact **your local CVS** for details of Ukrainian and Russian speakers who may be happy to assist with translation.

Nationally based **Clear Voice** interpretation services are available and include telephone interpreting, video interpreting, face-to-face bookings and translation services. There is a charge for these services.

There are several free interpretation apps, including:

- **Google Translate**
- **SayHi Translate**, allows a conversation in two languages.
- **Tarjimly**, which was set up in 2017 in response to the Syrian refugee crisis. This app enables you to request a translator for a particular language. You will be connected via live chat with a translator, and you can send text/documents and start a phone or video call. The service is free.
- **Microsoft Translator For Education**, which provides free resources, tools and how-to guides for live captioning and translation in the classroom.
- Widget has produced a translated **refugee support pack**, which contains a range of translated and symbol-supported communication charts, and other useful resources that can be used by anyone of any age, to help refugees convey information, health requirements, and urgent needs and requirements.

## 08. Mental health and wellbeing

### What challenges may newly arrived pupils experience?

Academic challenges in the classroom may include oral and written language barriers, new curriculum subjects and new approaches to learning. Depending on the age of the pupil and from which country they have come, they may not have experienced any school setting.

Social challenges may include language barriers, forming new friendships, communicating needs and feelings, fear of non-acceptance, lack of trust and safety, coping with different cultural norms, feeling different and feeling they cannot contribute.

### How might trauma from conflict and displacement be expressed by pupils?

Examples might include:

- fear and anxiety
- anger
- distancing from peers and adults, withdrawal and disconnection
- reduced focus and concentration
- tiredness, e.g. problems sleeping and nightmares
- restlessness
- visible distress
- physical manifestations, e.g. headaches, stomach aches
- clinging to an adult
- tearfulness
- silence

See also detailed section below: **Supporting pupils that have experienced trauma**

### How can parents and caregivers support children at home?

The United Nations On Drugs and Crime (UNODC) has developed videos/audio recordings and leaflets in a multitude of languages for primary caregivers of children, which provide them with tips and advice on how they might best support their children during conflict and displacement.

**Resources for Caregiving in Conflict, Crisis, or Stressful Settings ([unodc.org](https://www.unodc.org))**

## What local support is available in Hertfordshire for children, young people and families to access?

### Community Events

Young people can join local community activities and volunteering opportunities. This could help them with making friends, staying healthy and learning more about their local area: [www.govolherts.org.uk](http://www.govolherts.org.uk).

### Flourish

**Flourish** is a countywide service run by Herts Mind Network providing advice, information, onward referral and holistic support to any refugee or asylum seeker in Hertfordshire who is experiencing mental ill health or needs support with their mental wellbeing or daily challenges. This service is primarily available to those aged 18 and above, but schools are encouraged to refer to the service if they believe the family could use any additional wider support. Flourish also supports host families of Ukrainian guests and can help if a young person is worried about their home situation. The service is a rapid route to support for families and is open access. Referrals are welcomed by anyone, including self-referrals as well as by professionals.

Telephone: **020 3727 3600**

Email: [flourish@hertsmindnetwork.org](mailto:flourish@hertsmindnetwork.org)

### GP Referral

It's important that young people are registered with their local GP. Please encourage families to ensure their children are **registered**. This way they can access medical care and services such as early intervention.

### With Youth

**Herts Mind Network Children and Young People (withyouth.org)** is a digital service for 5 to 18-year-olds, which includes instant messaging, and one-to-one, group and app-based support. The service provides online support to any children and young people experiencing mental ill health and/or emotional distress. This is a countywide service for any Hertfordshire resident aged 5–18, as well as for parents and professionals.

The service helps children and young people to build resilience by working with them to problem-solve and develop coping strategies, coming up with solutions that will enable them to improve their own health and wellbeing. With Youth will also provide advice and guidance to parents, families, carers and professionals, to ensure a holistic response to supporting the individual and creating a network around them to empower and enable positive change.

The service is open **Monday to Friday from 2:00 to 10:00pm** and creates a safe, supported space for children and young people to get the help that they need, at the earliest opportunity.

**Click here to find out more about the service** or call **020 8189 8400**.

## What additional out-of-county services and resources are available?

**Refugee Council** is a charity working with refugees and people seeking asylum in the UK. They provide crisis advice, mental health counselling and practical support to help people settle and integrate into their new community.

They offer a wide range of support for adults, children and families:

- specialist wellbeing and therapeutic support, focusing on increased resilience and self-care
- one-to-one therapy over 12 sessions
- individual and group therapy for children, young people and adults
- individual and group psycho-education
- music therapy, art therapy, drama therapy, play therapy and counselling
- other adult therapeutic groups according to interest and availability

### Homepage – Refugee Council

0808 1967272

**Place2Be** is a children's mental health charity, with over 25 years' experience, who work through UK schools to support pupils, families and staff. Place2Be provides mental health support in schools through one-to-one and group counselling, using tried and tested methods backed by research.

### Improving children's mental health in schools – Place2Be

**Chums** This is a mental health and wellbeing service available to children, young people and families, offering bereavement support, suicide support and other specialist services.

### Chums - Mental Health and Emotional Wellbeing Service

**Thrive LDN** and partners have put together a short guide for supporting the mental health and wellbeing of displaced Ukrainians arriving to the UK. Their "Help with your concerns or worries" guide for displaced people outlines tools and ideas to support good mental health and wellbeing. It is available in **Ukrainian** as well as **English**.

### Home page – Thrive LDN



**Barnardo's** offers help for anyone fleeing the Ukrainian conflict, or any child, young person or family affected by migration because of other conflicts. Therapy, advice and practical support are available by phone or online in Ukrainian and Russian.

### **Barnardo's: Ukrainian Support Helpline**

Get in touch if you need support with:

- therapy with a qualified psychotherapist – delivered via the phone or online, with access to interpreters
- advice on a range of issues, e.g. housing, accessing key health services, education, employment and more via our trained helpline support workers
- practical support – access to digital devices to ensure families stay connected to loved ones during this worrying time, as well as stimulating toys for children, vital baby items and more (subject to demand)

All services include access to interpreters in Ukrainian and Russian.



## 09. Supporting newly arrived pupils in school

### The whole-school approach and ethos

#### Where can I find further guidance to support newly arrived pupils?

##### The Bell Foundation

The Bell Foundation offers a range of free-to-access training webinars for schools. The webinars below all have a focus on supporting and welcoming new refugee arrivals.

A comprehensive library of the Bell Foundation's webinars, along with their associated resources, can be found on the [Bell Foundation YouTube channel](#).

A small selection of helpful webinars from that page include:

- [How to support new refugee arrivals in the classroom \(secondary\)](#)
- [Supporting new refugee arrivals in the inclusive classroom \(primary\)](#)
- [How to welcome Ukrainian arrivals in UK schools](#)
- [The central role of language in supporting new refugee arrivals](#)
- [Newly arrived pupils who are new to English 2](#)

Additional resources [The Bell Foundation: Welcoming Refugee and Asylum Seeking Learners](#)

##### NEU

The NEU has produced a free resource, [Welcoming refugee children to your school](#),

(also available in Polish, Spanish, Bulgarian and French). The resource, developed and shared by teachers, provides help for schools to find out more about the experiences of refugees and how they can be supported to make new connections in their communities.

##### Achieving for Children

Achieving for Children (providing children's services for Kingston-upon-Thames and Richmond LAs) has developed 10 key points for a whole-school approach and ethos: [Welcoming new arrivals to the UK into schools](#).



## 10. Supporting pupils that have experienced trauma

### How can adults support a child or young person to digest the impact of war and conflict on them as individuals, on communities and on the world?

“Talking to Children About War and Conflict” guidance, published by Beacon House Therapeutic Services and Trauma Team, suggests conversation starters and responses to children’s questions and worries. It includes:

- validating the child’s reactions and questions
- being honest and considering the age and developmental stage of the child
- knowing it’s OK not to know
- finding out what they know, including fact-checking the information they are sharing.

Other sources of information include:

#### **Anna Freud: National Centre for Children and Families**

##### **Anna Freud (NCCF), YouTube: “Creating the environment for recovery for displaced children, young people and families”**

This training focuses on how to create an environment for recovery for children, young people and families who have experienced trauma because of armed conflict and forced displacement.

##### **UK Trauma Council: “How to support refugee and asylum-seeking children and young people who have experienced trauma”**

This document deals with stress- and trauma-related behaviours in refugee children. It aims to help teachers understand how stress and trauma can affect refugee children and students, and also to give some tips and advice to teachers on how to successfully include children and students who suffer from stress and trauma in their classrooms.

##### **UNHCR The UN Refugee Agency: “Teaching about refugees – Guidance on working with refugee children struggling with stress and trauma”**

**Save the Children** has suggestions on “How to talk to children about war”.

**British Red Cross** has created “Newsthink: Ukraine”, a teacher resource to help young people explore the impacts that conflict and crisis have on people, including in Ukraine.

**International Rescue Committee (IRC)** has a Healing **Classrooms educator training programme** that helps teachers promote social-emotional learning and academic proficiency, while also addressing the demands of new teaching in the digital age. Training is led by IRC education specialists with extensive experience in the English education system and of working with refugees in Britain and abroad. Training sessions are available for Hertfordshire schools for a limited time. For details, contact [wellbeing@hfleducation.org](mailto:wellbeing@hfleducation.org).



## 11. School resources/books

**What resources can be used to raise awareness and empathy in others or to have guided conversations with newly arrived pupils?**

### Schools of Sanctuary

This is a network of across-phase schools and early year settings, which is committed to raising awareness about safety, kindness and compassion for refugees and immigrants. Through the work that schools engage in as a community they can achieve an award and become a School of Sanctuary because of their intentional and reflective approach.

The books listed below are taken from **The Book Trust** recommendations and include themes of displacement, hope, conflict and war, tolerance and inclusivity.

### EYFS/KS1/Lower KS2

#### Including:

- ***The Suitcase*** – Author: Chris Naylor-Ballesteros
- ***Wisp: A Story of Hope*** – Authors: Zana Fraillon and Grahame Baker Smith
- ***Lily and the Polar Bears*** – Author: Jion Sheibani
- ***King of the Sky*** – Author: Nicola Davies
- ***My Name is not Refugee*** – Author: Kate Milner
- ***Everybody's Welcome*** – Author: Patricia Hegarty
- ***Dreams of Freedom*** – Author: Amnesty International
- ***Azzi in Between*** – Author: Sarah Garland
- ***The Day War Came*** – Author: Nicola Davies
- ***Wishes*** – Author: Mượn Thị Văn
- ***The Journey*** – Author: Francesca Sanna
- ***Beegu*** – Author: Alexis Deacon
- ***Lubna and and the Pebble*** – Author: Wendy Meddour

## Upper KS2/Lower KS3

Including:

- ***You Don't Know What War Is: The diary of a young girl from Ukraine***  
– Author: Yeva Skalietska; Translator: Cindy Joseph-Pearson
- ***Boy, Everywhere*** – Author: A. M. Dassu
- ***Refugee Boy*** – Author: Benjamin Zephaniah
- ***Give Me Shelter*** – Author: Tony Bradman
- ***The Bone Sparrow*** – Author: Zana Fraillon
- ***The Boy at the Back of the Class*** – Author: Onjali Q Raúf
- ***Welcome to Nowhere*** – Author: Elizabeth Laird
- ***Child I*** – Author: Steve Tasane
- ***A Dangerous Crossing*** – Author: Jane Mitchell
- ***Shadow*** – Author: Sir Michael Morpurgo
- ***Boy 87*** – Author: Ele Fountain

## KS3/KS4

Including:

- ***The Crossing*** – Author: Manjeet Mann
- ***Alpha: Abidjan to Gare du Nord*** – Authors: Bessora & Barroux
- ***Hidden*** – Author: Miriam Halahmy
- ***One Crow Alone*** – Author: Sophie Crocket
- ***The Other Side of Truth*** – Author: Beverley Naidoo
- ***If You Were Me*** – Author: Sam Hepburn
- ***Web of Lies*** – Author: Beverley Naidoo

**Where can I find resources, in addition to the books above, that support themes such as friendship, belonging and welcoming new arrivals that can be used in PSHE teaching?**

**British Red Cross: Refugees and migration teaching resources** are free and can be used in primary and secondary settings. They are aimed to help young people challenge assumptions about migrants, asylum seekers and refugees, and to develop mutual respect, empathy and understanding.

**PSHE Association: Inclusion, belonging and addressing extremism** resources are free to download.

**Inclusion, belonging and addressing extremism – KS1/2 lesson pack**

The resource contains a set of four primary lesson plans that focus on recognising similarities and differences, belonging to a community, and stereotyping. The pack includes a teacher guidance document, and each lesson plan is accompanied by a classroom-ready PowerPoint and relevant resources.



### **Inclusion, belonging and addressing extremism – KS4 lesson pack**

The Key stage 4 lesson plans focus directly on extremism and radicalisation. The resources promote inclusion and a sense of belonging, by providing a safe environment for debating emotive issues. The lessons develop students' ability to analyse media and social media content, and to promote empathy and respect for others.

### **HFL Education Hate Crime resources**

Fully funded resources for Hertfordshire Schools are available on [Hertfordshire Grid](#).

There are three short units of lessons suitable for pupils in Year 5 and Year 6, Year 7 and Year 8, and Year 9 and Year 10. It has been produced on behalf of the Hertfordshire County Community Safety Unit (CCSU), who wish to support schools in this area. This resource is free to Hertfordshire schools.

It is an ideal resource to be delivered in PSHE/RSHE lessons.

The resource addresses the following topics:

- identity
- inclusion and exclusion
- belonging
- acceptance of difference
- supporting and valuing others
- hate crime
- hate incidents
- the law and hate crime
- reporting hate crime
- understanding and empathy

## 12. Learning English as an additional language (EAL)

### Should EAL learners be supported within the classroom?

Yes, there are real benefits to integrating pupils who use EAL into the mainstream classroom wherever possible. The Education Endowment Foundation has included evidence on collaborative learning in their teaching and learning toolkit.

Socially immersing newly arrived pupils into lessons helps them feel part of the class and helps build a sense of belonging. Activities that encourage partner talk and reading collaboration are particularly helpful.

There may be occasions where short pre-learning sessions are delivered prior to a whole-class lesson, but such sessions should be focused on vocabulary to help access the lesson.

### Where can resources be found to support learning English as an additional language?

The Bell Foundation has many teaching resources recommended for EAL learners. The majority of the approaches and strategies can be used with everyone in the class, but they are particularly important for EAL learners because they provide a rich context, additional support, opportunities for collaborative learning and exploratory talk, and all the important features of good practice in meeting the educational needs of EAL learners.

The **“Great Ideas” page** is a good starting point.

**The Learning Village** Some schools in Hertfordshire have started using Learning Village (a paid-for service) to support individuals and groups with their English acquisition as it offers digital and online learning. It is a blended vocabulary, language structure and reading programme for EAL learners.

**Languagenut** offers free EAL language learning resources for schools supporting pupils from Ukraine to learn English at school or independently. Schools will need to register for a free account to access the resources.

### Does a pupil’s first language help with the acquisition of another language?

Yes, research continually shows that a first language plays a valuable role in the acquisition of another language. The use of the first language also helps build confidence and self-esteem because it is a signal that the classroom includes the child. It says: “We accept your language and – by implication – your family, your ethnicity and your culture.”

(Learning to Learn in a Second Language: Pauline Gibbons)

### How can secondary-aged pupils from Ukraine access educational materials based on the Ukrainian curriculum?

To support Ukrainian refugees and those children displaced by the conflict, the Ukrainian Ministry of Education and Science (MoES) has published the Ukrainian curriculum, which can be accessed online. A learning platform, **“All-Ukrainian Online School” (AOS)** supports distance and blended learning. It is for pupils in grades 5–11 in Ukrainian schools, which equates to secondary years in England.

#### Presentation of Ukrainian online school for use abroad

While schools should continue to prioritise delivering their usual curriculum, they may also wish to share these Ukrainian educational materials with incoming Ukrainian pupils and families, but they should not be used to substitute the school’s usual curriculum. It cannot be assumed that all Ukrainian pupils will return to Ukraine.

## 13. How can EAL learners be supported through SATS?

The blog written by Ben Fuller, [HFL Education's Lead Assessment Adviser](#), gives clear guidance and addresses the following questions in detail:

- do the children need to take the tests?
- what support can school's provide?
- how will it affect the school's data?

The information in this document is given to help support schools with children from refugee backgrounds. It has been created by HFL Education Wellbeing Team. Contact the team at [wellbeing.hfleducation.org](mailto:wellbeing.hfleducation.org)

Every care has been taken to ensure the information in this resource is accurate at the time of publishing.

# HFL Education

**HFL Education** (formerly Herts for Learning) is a not-for-profit organisation providing all the services, training and resources needed to deliver a great education to every child, to help them flourish and reach their full potential. With hundreds of advisers and subject experts in house, HFL Education is a trusted partner to education and learning professionals across the country, providing a unique and comprehensive offer to every school and setting – all in one place.

For further information about the support available to schools that have newly arrived learners from refugee backgrounds, please contact the HFL Education Wellbeing team at [wellbeing@hfleducation.org](mailto:wellbeing@hfleducation.org).

Every care has been taken to ensure the information and any recommendations in the frequently asked questions document are accurate at the time of publishing. Schools must make their own judgements when using or sharing our recommendations.