



# Woolgrove School

Black and Ethnic Minority (BEM)

and

English as an Additional Language (EAL)

'Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'.

Vicky Litchfield

January 2021

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# Policy Statement and guidelines

## English as an Additional Language (EAL)

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential.

## Introduction

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

## Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

This policy is specific to EAL but operates in conjunction with other school policies and guidelines, which will also indicate provision for EAL pupils.

## Context of school

The following information is gathered about pupils':

- linguistic background and competence in other language/s
- previous educational experience
- family and biographical background

A member of staff is nominated to have responsibility for BEM and EAL. Currently this is Vicky Litchfield.

## Key Principles of additional language acquisition

- EAL pupils are entitled to the full National Curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use it in the school environment wherever possible.

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- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

### Cultural Capital

Cultural capital should recognise and reflect on one of the core principles of the EYFS, the **Unique Child**: 'every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured' (EYFS, 2017). All staff will consider the cultures, languages and traditions that children and their families bring, and how these might be valued and celebrated.

All children at Woolgrove School will have their own knowledge and experiences that will link to the culture and wider family. These might include languages, beliefs, traditions, cultural and family heritage, interests, travel and work. All staff will value the children's and families cultures and aim to find out about these to ensure that these benefit learning and progress.

Staff will do this by:

- Building warm and positive relationships with families and inviting parents to share what is important to them and their child and the dreams and aspirations.
- Observing and joining in with Child Initiated Learning to understand children's interests and difficulties.
- Listen to families to find out what their children enjoy, like and don't like and any worries that have. Avoid assumptions about different cultural backgrounds, customs and experiences.
- Plan and deliver stimulating Child Initiated Learning and Adult Directed activities that take into account and value children's cultural experiences such as cooking, music, dance and key words activities.
- Share with parents where possible key words in the child's first language.
- Learn some key words or phrases in the child's first language.
- Incorporate a variety of materials and artefacts in the classroom that represent the different cultures and languages, such as: dual-language books, signs and labels using home-languages or scripts, play materials or soft furnishings.

### Building children's character.

All children at Woolgrove will be encouraged and supported to develop as a "unique child." Children will be encouraged to value the cultures of others and develop their character. This

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will include tolerance, acceptance and resilience. They also will be supported and taught to develop characteristics of effective learning, such as thinking, enjoyment, motivation

### Home / School Links

The importance of home/school links cannot be underestimated. Parents need to be helped to find out about the education system and encouraged to work with the school to support their children. Booklets about how parents can help their child with reading are available at [www.thegrid.org.uk](http://www.thegrid.org.uk) in Bengali, Polish and Urdu .

Families must be supported to feel confident in approaching school. Interpreters may be necessary to achieve:

- Completion of Initial Entry Form with parents;
- Translation (if necessary) of school reports on pupil progress; and
- Attendance of parents/carers at teacher/parent meetings.

### Data Collection

- When a new EAL child arrives the Class Teacher will assess the pupil's competence levels in English and pass these onto the EAL Leader, along with information about the child's home language.
- The School Assessment Leader and EAL leader will analyse and monitor progress and attainment of EAL pupils in comparison with the school as a whole.

### Assessment

- All EAL pupils are entitled to assessments as required.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Progress in the acquisition of English is regularly assessed and monitored. This may be achieved by using the Hertfordshire Guidelines for Assessment of Competence in English as an Additional Language for Development of Bilingual Pupils or the Bell Foundation's EAL Assessment Framework for Schools (Version 2.0) and new digital EAL Assessment Tracker <http://www.thegrid.org.uk/learning/bme/eal/assessment.shtml>
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

### Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

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### Teaching Strategies

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play. Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.

### The Role of the BEM Leader

- The BEM Leader will liaise with BEM advisory teachers.
- The BEM Leader will support staff in the teaching of EAL pupils.
- The BEM Leader is responsible for ensuring that EAL data collection procedures are carried out.
- The BEM Leader will monitor EAL and BEM provision in the school.

### Resources

- The curriculum will reflect and draw on pupils' linguistic and cultural/religious knowledge and experiences. To present positive images of those experiences resources will include:
- Dual Language books in classrooms and libraries
- Multi-lingual signs and posters around the school and classrooms.
- Displays of languages.
- Language videos/CD's of stories, poems, songs.
- Dual language I.T. programmes.
- Language and vocabulary games.

### Success Criteria for this Policy:

- Pupils feel confident and happy.
- Pupils (other than those recently arrived) achieve on a level with the monolingual pupils.
- Staff feel confident in supporting the needs of BEM/EAL pupils.

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- Pupil data is accessible and manageable.
- Parents/carers are happy to approach the school.
- The school environment reflects and celebrates the multi-lingual nature of the pupil population.

#### Monitoring this Policy

- All staff are responsible for implementing this policy.
- The BEM Leader and Assessment Leader will collect and analyse EAL data.

Additional advice can be sought from The BEM achievement team

Hertfordshire Development Centre

Robertson House

Stevenage

Hertfordshire SG1 2FQ

Kate Stockdale

**Teaching & Learning Adviser - Equality and Diversity**

Tel: 01438 844858

Email: [kate.stockdale@hertsforlearning.co.uk](mailto:kate.stockdale@hertsforlearning.co.uk)

Interpreting requests can be made by telephoning 01438 844100, EMAIL: [csf\\_interpreting@hertscc.gov.uk](mailto:csf_interpreting@hertscc.gov.uk) or by completing the online form at <http://www.intra.thegrid.org.uk/solero/>

Guidelines on supporting pupils with English as an Additional Language are available at

<http://www.thegrid.org.uk/learning/bme/equality/index.shtml>

Additional resources are included in the appendices.

Publications;

Bilingual Pupils with Special Educational Needs - Assessment and Intervention -

Raz Alpren and Judith McCall.

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## 20 TOP TIPS

### SUPPORTING NEW ARRIVALS IN PRIMARY SCHOOLS

- Teach your class to say "hello" using the new pupil's language and learn to say his/her name correctly.
- Don't panic - children may have a silent period.
- Plan for peer support - put in place a buddy system.
- Arrange for a tour of the school, naming objects and places.
- Meet parents to get background information - using an interpreter if necessary.
- Make all communication as visual as possible including at KS2.
- Have a box of materials and activities that beginners can access easily.
- Provide a bilingual dictionary for pupils who are literate in their first language.
- Keep activities short - don't expect beginners to be able to sit and listen for too long.
- Create the opportunity for the beginner to succeed in at least one activity each day e.g. giving out books.
- Group beginners with pupils with good language and behaviour models.
- Understand the pressures and changes that the beginner is experiencing.
- Enable beginners to maintain their first language in school and at home.
- Use simple sentences or phrases to model correct language structures.
- Model language rather than correct the beginner's language.
- Allow thinking time.
- Enhance classroom resources (and displays) to reflect the linguistic and cultural diversity of new arrivals.
- Find information about First language (readily available on internet) to better understand pupils' acquisition of English.
- Provide opportunities for pupils to rehearse responses orally.
- Demonstrate the meaning of instructions.

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## **Supporting newly arrived learners of EAL A checklist for admission to your school**

### **Preparing for an interview Whom to invite.**

- The child and his/her parents or carers
- The Head Teacher, class teacher and EAL Leader
- An interpreter if needed
- The designated 'buddies' to greet the child after the interview

### **What information does the family and the child need?**

- The names of members of staff the child will meet in school. A copy of any 'names and faces' board in the school entrance would be very useful.
- Requirements for school's admissions forms
- A welcome pack, including details of daily routines and timetabled activities, school policies, information about homework or reading books to be taken home etc
- A calendar of school events, trips, holidays and occasional days
- Uniform and PE kit list with examples to show.
- A list of any other clothing or equipment which the family is expected to provide.
- Information about school meals and lunch time arrangements.
- Information about any support the school will put in place e.g. TA, buddies
- Information about any grants, benefits or assistance available
- Curriculum information
- General information about schools in England and Wales e.g. a copy of 'The Learning Journey' in relevant language and about teaching methodologies e.g. play and active learning, group work, purposeful talk.
- Information about extended schools provision and children's centre, if applicable
- A contact name and telephone number for the school

### **What information does the school need?**

- The child's name and how to spell and pronounce it correctly
- Details to complete the admissions form during the interview
- Languages spoken within the family

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- Language used for previous education
- Languages learned at previous school
- Educational history, including age starting formal education and any significant gaps in education
- Level of English acquisition ( if possible to determine at this stage)
- Religion and any particular observances which the school may need to know about e.g. fasting during Ramadan, festivals
- Participation in any faith or community classes.
- Dietary requirements
- Communication with parents e.g. will an interpreter be needed? Will letters need to be translated?
- Find out about any particular interests or talents the child might have, likes and dislikes.

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## Supporting the emotional and social needs of the newly arrived pupil

- Utilise **peer support**. Recruit a pair of 'buddies' and a 'circle of friends' who will help the newly arrived pupil to become familiar with the layout of the school and routines. They will help the child to feel included at lunch time as well as in class activities.
- Teach the class to say 'hello' using the new pupil's language and learn to **say his/her name correctly**.
- Introduce basic '**survival language**' (**toilet, hungry, thirsty etc**). A few illustrated cards can be useful.
- Ensure all staff (teaching and support staff, MSAs, kitchen and caretaking staff) **know about the needs of the new pupil**.
- Understand that the pupil may have a **silent period** of up to several months. They may seem unresponsive but a great deal of absorption of language and learning will be going on.
- Understand the **pressures** and changes that the beginner is experiencing e.g. **culture shock**.
- Integrate the pupil into regular school and class activities**. Give some responsibilities e.g. giving out books.
- Participation can take many forms. Don't worry if a pupil does not want to join in actively at first. **Invite the pupil to join in practical activities** and try to ensure they have something to do which is relevant to the lesson.
- Behaviours can be culturally influenced**. Some pupils may avoid eye contact, smile even when they are in disagreement, when they are being reprimanded or don't understand what you are saying. They may stand closer or further away than you or other children are accustomed to.
- Recognise that there may be **differences in attitudes to food, in eating styles and preferences**. The child might not be used to eating with anyone outside their family.
- Be sensitive about inappropriate behaviour** e.g. aggression may be caused by tensions from the new situation or by previous experiences. Pent-up emotions and frustrations may be released in the playground.
- It is very tiring to learn a new language and to learn in an unfamiliar language. The process of settling into a new school routine can also be stressful. Pupils will need **regular short breaks** from concentration throughout the day.
- Show interest in the pupil's country of origin. **Give their culture recognition** in any way you can.
- Value, use and display first language** wherever possible.
- Encourage **interaction with speakers of the same language** in the school and at home (a secure first language reflects in any additional language learned).
- Recognise that **the beginner may have a greater ability or understanding** than he/she is able to demonstrate, which can be frustrating for pupil and teacher.
- Maintain contact with the parents**. Invite them into school. It might be helpful to them and to the school to discuss their experiences of education and their expectations of education in England.
- Ask parents and members of the community to **provide first language resources** e.g. labels, pictures, recordings of music or stories. Invite them into school to join in assemblies or to read dual language books. Some resources are also available from MECSS and the Schools' Library Service.

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- It is important to avoid overgeneralisations and stereotyping of pupils and their families. **Whilst cultural diversity and individual uniqueness are valued, it is also important to emphasise our similarities** and things we hold in common. Nearly all newly arrived pupils want to learn, want to make friends and want to feel that they belong. They want to do well and look to staff for support and help.

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## Teaching and learning strategies

- Provide as much visual support as possible: objects, labelled pictures, picture dictionaries, DVDs, ICT etc.
- Plan small group activities where talk and interaction are central to the learning going on. The newly arrived pupil may take a passive role to begin with but he/she will be hearing patterns of English and learning while listening.
- Don't worry if at first the child joins in an activity that you think he/she does not understand. As a newly arrived pupil, it is more important that the child is included and feels part of what is going on.
- Provide opportunities for oral rehearsal and repetition.
- Provide key words and phrases at the beginning of a new topic and pre-teach if possible. (Preview)
- Allow the pupil time to summarise and reflect on what he/she has learned. (Review)
- Give the child opportunities to practise what they have learned e.g. by explaining to an adult or another child, playing a related game, taking work home to share with their family.
- Highlight key words and phrases in a text.
- Encourage active listening, providing vocabulary to listen for and underlining key words in a text while the child listens.
- Use interactive software e.g. Clicker and Oxford Reading Tree.
- Carry on sending the beginner bilingual and English speaking child on walks round the school and playground. They can write down the names of things they see in both languages. It doesn't matter if words are repeated.
- Make books using magazine pictures, clipart or Google picture gallery, or use a digital camera to photograph things in school. The pupils could make books about themselves, the class, a week in school, a topic etc. Images could be labelled with single words and then extended to simple phrases and sentences. Such books can also be shared with parents.
- Give the child a way of responding alongside others e.g. by pointing, matching, repeating, labelling etc
- Differentiate tasks so that the child is able to succeed e.g. annotate drawings, sequence pictures, match sentence halves, fill in tables and grids, give yes/no or true/false responses.
- Use games which reinforce learning through memory and planned speaking and listening e.g. Kim's game, simple board games, barrier games, find my partner etc.
- Use CDs or MP3s for listening activities and to accompany books and texts with spoken language.
- Use scaffolding and modelling techniques e.g. talk prompts, sentence starters, writing frames.
- Use key visuals and graphic organisers (graphs, grids, time lines, tree diagrams etc) to present curriculum content with reduced language input.
- Parents may be able to support homework tasks e.g. learning vocabulary, matching texts to pictures, supporting reading and sharing dual language texts.

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## Creating the conditions for learning

- Enhance classroom resources and displays to reflect the linguistic and cultural diversity of new arrivals.
- Find out about the new arrival's first language and previous education to aid understanding of their acquisition of English and their past experiences of teaching and learning styles.
- Cultural differences can affect a newly arrived pupil's learning. They may not understand your gestures, body language and facial signals, some of which may be part of your repertoire for class management.
- The pupil may nod when you ask questions but without understanding. It may be a sign of acknowledgement and respect.
- Be aware that the pupil is not only learning a new language and curriculum content but new behaviours as well.
- Do not ignore any racist comments or jokes. These should be dealt with and reported using the school's policy for handling racist incidents.
- Remember that newly arrived pupils may have a silent phase. Give them time to listen. Observe and absorb without any pressure to speak.
- Give opportunities for non-verbal responses which can show understanding.
- Make all communication as visual as possible including at KS2
- Keep activities short – don't expect beginners to be able to sit and listen for too long.
- Give regular short breaks to aid concentration.
- Concentrate on what the pupil can do.
- Use labels and signs in the pupil's first language.
- Provide a bilingual picture dictionary for pupils who are literate in their first language.
- Give positive feedback to support initial enthusiasm.
- Allow thinking time. A beginner bilingual will need more time to process answers.
- Group beginners with good language and behaviour models.
- Find out more about the country, culture and language of the new pupil (and others, too). A display of pictures, information and artefacts for all to see can enhance the new pupil's status in the class and can lead to natural discussion of similarities and differences. The family might be pleased to contribute to any display.
- Focused adult support in group contexts will ensure that the pupil is not isolated and has opportunities to interact with peers in a more structured way.
- Make sure the child sits in a position to see and hear clearly and next to a good role model.
- Use collaborative learning techniques so that the newly arrived pupil can be a part of learning activities. This will foster a feeling of belonging which is more important than understanding at the very early stages and will promote learning.

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## Other online resources to support teachers with new arrivals in their class

**MA Online** ([www.emaonline.org.uk](http://www.emaonline.org.uk)). Access to EAL and bilingual teaching materials developed by Birmingham, Leeds and Manchester LAs with funding from the DfES. The site contains many practical ideas and links.

**NALDIC Quarterly Vol. 3, Number 4, Summer 2006** ([www.naldic.org.uk](http://www.naldic.org.uk); [www.naldic.org.uk/docs/resources/naldic\\_quarterly.cfm](http://www.naldic.org.uk/docs/resources/naldic_quarterly.cfm)).

An overview of good practice and several case studies of schools' and LAs' responses to the need to cater for new arrivals. The website also covers all aspects of EAL teaching and research with excellent links and updates. See also NALDIC Working Paper 8: 'Teaching isolated bilingual learners of English 2005' ([www.naldic.org.uk/docs/publications/new.cfm](http://www.naldic.org.uk/docs/publications/new.cfm)).

**BECTA** ([www.schools.becta.org.uk](http://www.schools.becta.org.uk)). Write ESOL resources in the search facility for a series of resources and guidance for using ICT with EAL learners ([www.becta.org.uk/teachers/teachers.cfm?section=1\\_3\\_2\\_1&id=2625](http://www.becta.org.uk/teachers/teachers.cfm?section=1_3_2_1&id=2625)).

**DfES Publications** ([www.dfes.gov.uk/publications/](http://www.dfes.gov.uk/publications/)).

**Assessment of pupils learning EAL** ([www.standards.dfes.gov.uk/keystage3/respub/en\\_assess\\_eal](http://www.standards.dfes.gov.uk/keystage3/respub/en_assess_eal)).

**Marking Progress** ([www.standards.dfes.gov.uk/ethnicminorities/resources/markingprogress.pdf](http://www.standards.dfes.gov.uk/ethnicminorities/resources/markingprogress.pdf)). Training materials for assessing EAL.

**Qualifications and Curriculum Authority (QCA)** ([www.qca.org.uk](http://www.qca.org.uk)). Copies of *A Language in Common: Assessing English as an additional language* are available to order. You can also download a copy from [www.qca.org.uk/3359.html](http://www.qca.org.uk/3359.html).

**Ofsted** ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

*Evaluating Educational Inclusion* (HMI 235, 2000)

*Inspecting English as an Additional Language* (HMI 250, 2001)

*The Education of Asylum-seeker Pupils* (HMI 453, 2003)

**Practical ways to support new arrivals in the classroom** by Frank Monaghan (National Centre for Language and Literacy 2006) is available from [www.ncll.org.uk](http://www.ncll.org.uk).

**Multikulti** ([www.multikulti.org.uk](http://www.multikulti.org.uk)). Accessible, accurately translated advice and information in community languages. Translations are available in 12 languages – Albanian, Arabic, Bengali, Chinese, Farsi, French, Gujarati, Portuguese, Somali, Spanish, Turkish and Urdu; and Multikulti is currently translating new material in three subject areas – immigration, health, discrimination and racism.

**Multiverse** ([www.multiverse.ac.uk](http://www.multiverse.ac.uk)). A website with comprehensive resources that focuses on the educational achievement of learners from diverse backgrounds, including those with EAL.

**Centre for information on Language, Teaching and Research** ([www.CiLT.org.uk](http://www.CiLT.org.uk)). Details about awards available in a range of languages and links to examination boards.

[www.londongt.org/real](http://www.londongt.org/real). An organisation that aims to improve the quality of identification, provision and support for gifted and talented learners from the black and minority ethnic (BME) and EAL populations, especially underachievers. Resources will be on this site from summer 2008.

**Learning in 2 (+) Languages** is downloadable from Learning and Teaching Scotland's website ([www.ltscotland.org.uk/inclusiveeducation/findresources/learningintwopluslanguages.asp](http://www.ltscotland.org.uk/inclusiveeducation/findresources/learningintwopluslanguages.asp)). You can also order a copy from [enquiries@LTScotland.org.uk](mailto:enquiries@LTScotland.org.uk)

**Nation Master** ([www.nationmaster.com](http://www.nationmaster.com)). Useful background information about a learner's home country: every aspect is covered – downloadable maps and photographs are available.

**Country information** profiles are provided on the QCA pathways to learning for new arrivals website ([www.qca.org.uk/9984.html](http://www.qca.org.uk/9984.html)).

**Asia Source** ([www.asiasource.org/reference/language.cfm](http://www.asiasource.org/reference/language.cfm)). Lists of Asian language resources, including general resources, lessons, online dictionaries, related software and fonts in most Asian languages.

**Education Systems in Europe** ([www.eurydice.org/portal/page/portal/Eurydice](http://www.eurydice.org/portal/page/portal/Eurydice)). Information about education systems within Europe.

This **BBC** website ([www.bbc.co.uk/languages](http://www.bbc.co.uk/languages)) features information about and courses on European languages. Go to [www.bbc.co.uk/languages/other/quickfix](http://www.bbc.co.uk/languages/other/quickfix) to see and hear a few common words and phrases in 36 languages. This is very useful if you want the class to learn welcoming phrases before a new learner arrives.

On this page **BBC World Service** produce [Polish/English](#) content for people trying to learn English. The content is mainly suitable for Polish pupils who are beginners at secondary schools.

**Enchanted Learning** ([www.enchantedlearning.com](http://www.enchantedlearning.com)). Downloadable worksheets in seven languages, including Portuguese, Dutch, French and Spanish. The site is particularly good for material suited to the EAL beginner.

The **English Club** site (<http://games.englishclub.com/>). A wide range of games for children and adults learning EAL. Many of the games are also suitable for native speakers of English.

**Clicker 4** is a frequently used ICT tool to support EAL learners and there is a collection of case studies at [www.cricksoft.com/uk/ideas/teaching\\_eal/hounslow.htm](http://www.cricksoft.com/uk/ideas/teaching_eal/hounslow.htm). Free grids can be downloaded from the Clicker Grids for Learning ([www.learninggrids.com/](http://www.learninggrids.com/)).

The **Northern Association of Support Services (NASSEA)** ([/www.nassea.org.uk](http://www.nassea.org.uk)). Information about language acquisition and bilingualism. There are details about conferences and courses in northern England, and links to downloadable documents produced in northern LAs.

**Translated Letters for Schools** ([www.primaryresources.co.uk/letters/](http://www.primaryresources.co.uk/letters/)). Downloadable letters to parents and carers on a range of topics and in several languages. Visit this website to print out standard letters to parents and carers translated into 30 languages.

**EAL-BILINGUAL** email list. Teachers of EAL throughout Britain use it to share information, ideas and queries, all closely related to practice. To join the list, via email, send a message with subject or body 'help' to [eal-bilingual-request@lists.becta.org.uk](mailto:eal-bilingual-request@lists.becta.org.uk)

**National Grid for Learning** ([National Grid for Learning](http://www.nationalgridforlearning.com/)) has a searchable catalogue of online resources to support parents, carers and teachers.

The **TES** has a [Polish picture resource](#) which is ideal for children in Key Stage 1. You need to register with the TES to be able to download this resource. It offers simple vocabulary ([word and picture fan](#)) ([Hello in 300 languages](#)).

**Birmingham Grid for Learning**. Search the activities index for online activities. Visit the ([Achievement pages](#)) for information about African Caribbean and Asian heritage and White achievement issues and links to downloadable resources.

**Bromley** ([Bromley Centre for Multicultural Resources](#)). Online catalogue of the resources in the Centre: a useful source of information about resources.

<http://homepage.ntlworld.com/gordon.ward2000/listfiles.htm>. Numeracy and literacy activities for beginners to English, including card games and track games.

**LittleLearner** ([www.littlelearner.eu/downloads.htm](http://www.littlelearner.eu/downloads.htm)). Downloadable Polish and Romanian resources including basic vocabulary and posters, admission forms and basic information for new arrivals.

**Best Teacher Site** ([www.bestteachersites.com/web\\_tools/word\\_search/](http://www.bestteachersites.com/web_tools/word_search/)). This large site allows teachers to make word searches, webquests and KWL charts, quickly and easily.

**Peterborough and Cambridgeshire Connexions**. Downloadable information about education and training choices at 14, 16 and 17 in Bengali, Cantonese, Czech, Gujarati, Polish, Portuguese, Punjabi and Urdu.

## Dictionaries and translations

[www.word2word.com/dictionary.html](http://www.word2word.com/dictionary.html)

Links to online dictionaries in around 30 languages.

[www.blss.portsmouth.sch.uk/resources/interc.shtml](http://www.blss.portsmouth.sch.uk/resources/interc.shtml)

Good intercultural resources such as common words in Chinese, Arabic and Bengali.

[www.primaryresources.co.uk/letters/](http://www.primaryresources.co.uk/letters/)

14 standard primary school letters on topics such as school visits, special assemblies or an accident in 31 languages.

[http://celebl.e2bn.net/index.php?option=com\\_content&task=section&id=4&Itemid=41](http://celebl.e2bn.net/index.php?option=com_content&task=section&id=4&Itemid=41)

Simple phrases in 14 languages in short video clips of bilingual learners living in Cambridgeshire.

[www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks1/science/body\\_parts\\_p/index.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/science/body_parts_p/index.htm)

Body parts with clear pictures and in Bengali, Mirpuri, Punjabi, Gujarati and Urdu – for younger children.

[www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks3/community\\_lang/acids\\_alkalis/index.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/community_lang/acids_alkalis/index.htm)

Online activities teaching acids and alkalis with explanations in Arabic, Bengali, Chinese, Somali and Urdu.

[www.becta.org.uk/teachers/teachers.cfm?section=1\\_3\\_2&id=680](http://www.becta.org.uk/teachers/teachers.cfm?section=1_3_2&id=680)

Science materials: apparatus, hazards and safety. The sheets are available in Arabic, Bengali, Chinese, Greek, Punjabi, Spanish, Turkish and Urdu.

[www.bbc.co.uk/languages/other/quickfix/](http://www.bbc.co.uk/languages/other/quickfix/)

Essential phrases in every European language – useful for English classmates who want to learn some of the new arrivals' language as they can hear as well as see the language.

[www.bbc.co.uk/languages/other/index.shtml](http://www.bbc.co.uk/languages/other/index.shtml)

Essential phrases in Chinese and Japanese to help you communicate with your new arrival.

[www.bbc.co.uk/worldservice/](http://www.bbc.co.uk/worldservice/)

News in 43 languages for learners with good levels of literacy in their first language.

<http://ga.water.usgs.gov/edu/watercycle.html>

As well as lots of information about water, this gives a diagram of the water cycle in 30 languages.

[www.yourdictionary.com/languages.html](http://www.yourdictionary.com/languages.html)

Access to online translation in more than 300 languages.

### **A number of websites will translate text into a variety of languages**

These websites include this [translation site](#) providing online dictionaries. Online text and web page translation available in Spanish, French, German, Portuguese, Italian and Norwegian. A translation service is available for a much broader range of languages.

[free on-line dictionaries](#) and translation are available in Polish, Slovenian, German, Catalan, Russian, Italian and Turkish.

[www.ilovelanguages.com](http://www.ilovelanguages.com) provides information on languages.

[www.onlinenewspapers.com](http://www.onlinenewspapers.com) allows learners to read the newspapers from home in their first language.

Translates English words into [\(Chinese ideographs\)](#).

[www.hazar.com](http://www.hazar.com) is a translation site for Turkish.

[Langtolang](#) translates into English, Turkish, German, French, Spanish, Russian and Italian.

Alta Vista host [Babel Fish](#) is a text translation device that can be used on web pages, or you can copy and paste words and see a translation.

[www.onlinenewspapers.com](http://www.onlinenewspapers.com) give key words in [Somali](#) and in [Urdu](#) and a lot of useful science related topics.

**Electronic translation ([www.ectaco.com](http://www.ectaco.com)) is a useful source for dictionaries or electronic translators.**

### Sites for learning English

[www.learnenglish.org.uk/](http://www.learnenglish.org.uk/)

Designed by the British Council, an interactive English language teaching website with a wide range of articles, games, activities and comprehension activities. There is also a section for younger learners with some knowledge of English.

[www.englishspace.ort.org](http://www.englishspace.ort.org)

Provides over 60 hours of interactive lesson materials specifically designed for UK EAL newly arrived immigrant, refugee, and asylum seeking pupils of secondary school age.

<http://a4esl.org/>

Offers some free online activities which help with learning English in Key Stages 2, 3 and 4. There are sections for primary age children, visitors' English, etc.

[www.britishcouncil.org.cn/trenduk/](http://www.britishcouncil.org.cn/trenduk/)

Website in Chinese or English designed to inform people what is going on here. It could be used to support a new arrival.

<http://iteslj.org/links/ESL/Bilingual/>

Bilingual vocabulary quizzes in a range of subjects in 20 languages.

[www.topmarks.co.uk/](http://www.topmarks.co.uk/)

EAL resources, interactive games and activities and links to lesson plans.

### **Multicultural resources, including dual language books and dictionaries**

**Milet** ([www.milet.com](http://www.milet.com))

Publisher of dual language texts and bilingual dictionaries.

**Grant & Cutler** ([www.grantandcutler.co.uk](http://www.grantandcutler.co.uk))

Language specialist bookshop with a very wide range of bilingual dictionaries. The bookshop stocks a wide range of single and bilingual dictionaries in many, many languages. It also stocks European dual-language books and videos.

**Letterbox Library** ([www.letterboxlibrary.com/acatalog/index.html](http://www.letterboxlibrary.com/acatalog/index.html))

Provides a range of books on refugees, bereavement and bullying.

**MantraLingua Ltd** ([www.mantralingua.com](http://www.mantralingua.com))

Publisher of bilingual books and CDs for children. Mantra publishes colourful dual-language books including two useful paperbacks called *Phrases for School* and *Words for School*. These titles are available in various languages, including Arabic, Bengali, Chinese, Portuguese and Turkish. Mantra also has multi-language friezes, welcome posters and signs, books videos and a Welcome CD-ROM. You can order online.

**Multicultural Books** ([www.multiculturalbooks.co.uk](http://www.multiculturalbooks.co.uk)) offers over 6000 titles.

**The Willesden Bookshop** ([www.willesdenbookshop.co.uk](http://www.willesdenbookshop.co.uk)) has lists of multicultural collections (including many valuable materials imported from the United States) and dual language books.

**Trentham Books** ([www.trentham-books.co.uk](http://www.trentham-books.co.uk)). International publisher of professional books and journals in this field.

**Soma Books** ([www.somabooks.co.uk](http://www.somabooks.co.uk)). Supplier of quality dual language books in Gujarati, Hindi and Malayalam.

**Refugee Council Publications Unit** ([www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk)). Educational materials for school use, including a free leaflet called *Helping Refugee Children in Schools*. Also useful for use with newly arrived refugee learners, fully illustrated word lists in **various** languages, including Turkish, Albanian and Serbo-Croat-Bosnian. You can order publications online.

**OXFAM** ([www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)). Full of resources designed to bring a global perspective to the classroom. Oxfam also produces a catalogue.

**Mirage Children's Theatre**, telephone/fax: 020 7349 9969: email: [mir-arts@dircon.co.uk](mailto:mir-arts@dircon.co.uk)

A non-profit making multicultural arts organisation. It offers dual language story tapes of *Goldilocks* and *Billy Goats Gruff* that bring these traditional stories to life in mother tongue and English. Tapes are available in ten languages including Albanian, Arabic, Portuguese and Turkish and are suitable for Foundation Stage children.

### **Suppliers of multicultural toys and dolls to support play activities**

[Positive Identity](http://www.positive-identity.com) – educational books, dolls, puppets, puzzles and posters can be ordered through [www.positive-identity.com](http://www.positive-identity.com).

[East-West Education](#) offers ethnic costumes from Asia for dolls and children.

The [Parrotfish Company](#) provides photo packs, costumes and artefacts.

### **Online learning materials**

The [BBC's](#) highly recommended educational site caters for all ages.

The [National Curriculum on-line](#) website not only gives access to the text of the National Curriculum but also links to other sites providing resources.

[English Online](#) is aimed at supporting UK English teachers for Key Stages 3 and 4. You will need to register and pay to view some of the content. Free content includes sample work schemes.

[Actis Scenaria](#) offers Internet learning resources. Using technology, learners can resolve real-life emergency situations. A projects box is available for Key Stages 2 to 4; however, you will need to pay for a password.

[National Grid for Learning](#) has a searchable catalogue of online resources to support parents, carers and teachers.

### **Race equality**

QCA's Respect for All website ([www.qca.org.uk/301.html](http://www.qca.org.uk/301.html)) has a substantial range of practical suggestions and guidelines for incorporating multicultural perspectives in all curriculum subjects.

The **Black History Month** official website is at [www.black-history-month.co.uk](http://www.black-history-month.co.uk)

**Moving Here** ([www.movinghere.org.uk](http://www.movinghere.org.uk)) has a vast archive about migration, with many personal stories.

The **100 Great Black Britons** list ([www.100greatblackbritons.com/home.html](http://www.100greatblackbritons.com/home.html)) reflects the history of the Black community over the past one thousand years.

**National Archives** ([www.nationalarchives.gov.uk/pathways/blackhistory/](http://www.nationalarchives.gov.uk/pathways/blackhistory/)) offers virtual books and journeys about the black and Asian presence in Britain, 1500–1850, set up in association with the Black and Asian Studies Association.

**Commission for Racial Equality (CRE)** works to promote a fair and just society, free from prejudice, racism and discrimination ([Learning for All – Standards for Race Equality in Schools](#)).

**Britkid** is a website about race and racism seen through the eyes of children.

**Show Racism the Red Card** ([www.srrc.org/](http://www.srrc.org/)) is a video pack and lesson plans looking at racism in football. Many national and international footballers present their views.

**The Children's Society** website ([Count us in: young refugees in the education system](#)) includes a report based on research carried out in July and August 2006, when The Children's Society asked 106 children and young people from abroad about their experiences of gaining access to education, and what they thought would help them to settle into school or college and enjoy their education. This short report provides useful information for schools.

#### **Information about refugees and asylum seekers**

The **Refugee Council** website has a wide range of information and resources on refugees and asylum seekers ([www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk)). [The practice advice section](#) has bilingual resources and information for schools.

[Refugee Council: where on earth does it all begin?](#) Why do people flee their homelands and where do they come from? This section aims to bring to life the whole subject of migration, asylum and the needs of refugees. Our overview on the top ten asylum-producing countries for the UK illustrates the many reasons why people are fleeing.

The **Refugee Education** website ([www.refugeeeducation.co.uk](http://www.refugeeeducation.co.uk)) has useful advice and guidance.

**Praxis** ([www.praxis.org.uk](http://www.praxis.org.uk)) has a lot of useful material about the media treatment of asylum and refugee issues, and also a number of stories by refugees to Britain recounting their experiences.

**Refugee Week** is celebrated each year in June ([www.refugeeweek.org.uk](http://www.refugeeweek.org.uk)).

**World Refugee Day** ([www.worldrefugeeday.info/](http://www.worldrefugeeday.info/)) offers ideas and resources.

**Asylum Rights** ([www.asylumrights.net](http://www.asylumrights.net)) provides resources relating to recent events, including a set of material and full-text documents concerning UK proposals for transit processing centres and regional protection zones.

**Refed** is a valuable discussion group for practitioners to share information about events and resources. Contact [refed-subscribe@yahoogroups.com](mailto:refed-subscribe@yahoogroups.com) to subscribe, send an empty message.

The **Information Centre about Asylum and Refugees in the UK (ICAR)** ([www.icar.org.uk](http://www.icar.org.uk)) is developing a series of nationality-based navigation guides to refugee populations in the UK. The contacts section at the back of each guide has information on country-specific groups and projects.

**HarpWeb** ([www.harpweb.org.uk/index.php](http://www.harpweb.org.uk/index.php)) is a health portal for refugees and new arrivals.

The **General Teaching Council for England** produces resource files full of information on supporting, working with and understanding refugee and asylum seekers as well as Roman and Gypsy Traveller communities ([www.gtce.org.uk/networks/achieve](http://www.gtce.org.uk/networks/achieve)).

**Salisbury World** ([www.salisburyworld.org.uk/](http://www.salisburyworld.org.uk/)) provides educational, social and emotional support for refugee children and young people, and supports parents, carers and the wider refugee community by providing home-school liaison, family workshops and outings, and also a comprehensive social advice service.

The **Save the Children Fund** website gives information on the experience of refugees.

The **DfES** publication *Good Practice Guidance on the Education of Asylum Seeking and Refugee Children* provides comprehensive guidance to support teachers in their work with refugee children.

**Schools against deportations** is a site run for teachers, headteachers, lecturers, teaching assistants, students, young people, trade unionists, mentors and others working in the education system who are concerned about the damaging impact which the threat of deportation, or actual deportation, can have on children and young people studying in schools and colleges.

#### Providing opportunities to learn about refugees and new arrivals

**I am Here!** is a Save the Children citizenship Key Stage 3 resource pack for teaching about refugees, identity, inclusion and the media. It includes lesson plans, a video of young refugees' testimony and other resource materials to raise awareness among indigenous school populations about diversity and refugees. It also includes a one-hour training programme to increase teachers' confidence in teaching about refugees.

**Student Action for Refugees (STAR)** involves a youth programme visiting schools to raise awareness about the issues facing refugees. The organisation also has numerous resources for use in schools.

**Haringey Refugee Education Resources** is an example of a website that provides schools with learning materials to promote refugee awareness.

*Moving Here: Welcoming new communities to the East of England: An educational resource for primary Key Stage 2* is available from [www.glypt.co.uk](http://www.glypt.co.uk) with a DVD and teacher's pack.

*EU Accession Migrant Worker Families: A learning experience* ([www.educationbradford.com](http://www.educationbradford.com)) shows EU Migrant workers sharing their experiences of life and schooling in their home countries and in England – DVD and resource pack.

### **Bullying**

All schools are required to have an anti-bullying policy and should monitor whether refugee children and young people are experiencing bullying.

The **DfES** anti-bullying website ([Don't suffer in silence](#)) provides access to a range of resources, including anti-bullying films and free downloads of postcards with advice for victims of bullying. These postcards come in English, Albanian, Arabic, French, Kurdish, Mandarin, Russian, Somali, Tamil and Turkish.

**Brighton and Hove's** anti-bullying website ([Coastkid](#)) features a character called Hussein, a refugee from Zaire.

Information and support on bullying can also be found on:

- [ChildLine](#)
- [Kidscape](#)
- [Bully Free Zone](#)
- [Bullying Online](#)
- [Actionwork](#)

Teaching resources are available to schools to challenge racism and promote racial harmony. These include:

- [Throwing Stones](#) – an anti-racist teaching guide for Key Stages 2 and 3, produced by Leicestershire Constabulary;
- [Learning for Life](#) – a series of CD-ROMs with activities for 5–13-year-olds, developed by Grampian Police and produced by Leicestershire Constabulary.

## Involving children in planning and decision making

Children of all ages appreciate being consulted and having their views considered as part of how services and activities are planned. Opportunities to be consulted and involved can be fun and can provide the foundation for children to make decisions and develop independence. [Save the Children](#) publishes a range of publications that can help practitioners consult children and involve them in planning:

[Children as Partners in Planning: A training resource to support consultation with children](#)

[Children are Service Users Too: A guide for consulting children and young people](#)

## Out-of-school-hours learning

[Who Cares? Trust](#) publishes several resources that can help schools improve educational outcomes and experiences of young people in public care.

## Supplementary schools

[www.supplementaryeducation.org.uk](http://www.supplementaryeducation.org.uk) is a website dedicated to providing information, advice and resources to supplementary schools across England.

## Information for parents and carers

[www.parentcentre.gov.uk](http://www.parentcentre.gov.uk) is a DfES website that provides leaflets and information about the English education system – a guide for parents and carers on the National Curriculum (in all key stages) is available in [11 different languages](#).

**DfES** translations of leaflets on curriculum topics are designed to support parents and carers in helping their children with homework. The translations are available in Bengali, Chinese, Cantonese, Greek, Gujarati, Hindi, Punjabi, Somali, Turkish, Urdu and Vietnamese.

- [for children aged 5 to 7 years](#)
- [for children aged 7 to 11 years](#)

The **Multilingual Family in the UK** website ([www.multilingualfamily.co.uk](http://www.multilingualfamily.co.uk)) is designed to help multilingual families in the UK meet up and ensure that they make the most of being multilingual. It includes online forum for finding and communicating with families in the same geographical area and resources categorised by language.