



Inclusion of young newcomers



Erasmus+

Training Event in Kent 6th – 10th March 2017

Aspirations for the Visit

Purpose of Learning Event:

Initial learning processes: To share experience on how good the link is between the mapping/screening process and the individual student plan in the initial learning process, from the student's perspective. (6-20 years).

Rationale

In England there is no set structure or requirement about how schools must plan for and deliver support for any students that have any additional needs, but they are held accountable for the academic progression of all their students. There is also a very strong “inclusion” agenda set by central government that every effort must be made for students to be in mainstream education provision, and can only access specialist provision if there is strong evidence that every effort has been made to keep the student in mainstream education and that it is clear that this is not meeting the best requirements for the student to progress. For this visit it was therefore necessary to identify schools at the different educational stages who are known to be doing work with students whose first language is not English (EAL – English as an Additional Language) and/or an unaccompanied asylum seeking child (UASC), but being very clear that whilst this may be identified as good practice the decentralised approach taken in England means that this practice may or may not be similar to other schools also educating similar young people.

Schools Engaged

The school education system in England is structurally established in 3 phases:

- Primary school (age 4 to 11)
- Secondary school (age 11 to 16)
- Post 16 (16+)

This therefore presents a logical structure for the programme of the study event, so the main core of the programme was split into 3 days, spending one day focussing on each phase.

For the primary school a visit was organised to St John's Catholic Primary School in Gravesend. This primary school has a large number of students from different cultures and ethnicities in the school where English is not their first language. The school works closely with ISSK (see below) to embed inclusive learning through out the school in all lessons, using various techniques and programmes or support. They have also introduced initiatives such as Young Interpreters and buddy systems to encourage community cohesion.

For the secondary stage Herne Bay High School was identified by Virtual School Kent (see below) as a school that has strong pastoral support mechanisms and has also been able to introduce bespoke timetables for a small group of UASC students. This was therefore seen as interesting practice to be observed and evaluated during this training event.

For the Post 16 phase, the Virtual School Kent suggested looking at the practice at Canterbury Academy. The Virtual School had asked Canterbury Academy to establish a provision for 24 UASC students within the school that would focus not only on supporting and developing their academic skills and qualifications, but to also integrate programmes that support them to become active citizens within the community that they now live.

Organisations to be Involved

It was also felt that the training event needed to include an awareness of two key teams of people that schools may be working with to support and/or challenge them to support EAL and UASC students to achieve their potential. These organisations are:

Inclusion Support Service Kent (ISSK) is a traded service which provides specialist support, training, advice, coaching and mentoring to schools, settings and professionals working with children, young people and communities. Their main focus is on raising the achievement and improving the engagement, wellbeing and inclusion of vulnerable learners specifically Minority Ethnic pupils, Gypsies, Roma or Travellers and those with English as an additional Language (EAL). More information about the service can be found at:

Virtual School Kent (VSK) is a body within Kent County Council that has responsibility for the academic progression of all Looked After Children in Kent. This includes UASC students where they will have arrived in this country without any family. VSK work with schools to develop plans for each student, will support the implementation of these plans (including awarding schools with additional funding for that student if required), the monitoring of these plans and also hold the school to account on the student's progress at least twice a year.