Better Bilingual

Enhancing outcomes in the multilingual classroom

in partnership with

THE HOPE
Bristol's Virtual School
Helping Our Pupils Excel

Top Ten Tips for Schools: A Focus on Unaccompanied Asylum Seeking Children who are New to English

SLT	Better Bilingual Top Tip	Rationale/Key Message	Research/Further Reading
1.	**Extend** a warm welcome to Unaccompanied Asylum Seeing Children (UASC) seeking admission.	Equality Act 2010 (Part 6). Schools must not discriminate against a child by not offering a place or by only offering a place under specific terms and conditions.	The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014) – see Chapter 6. https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
2.	**Ensure** that there are agreed school roles & responsibilities in place for your UASC's admission & induction.	A New Arrivals Induction & Assessment Policy is needed to manage wellbeing levels for both New to English UASC & school staff.	Guidance, e.g. from The Bell Foundation: https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/new-arrivals/
3.	**Appoint** 'EAL Champions' in both the Senior Leadership Team & Teaching Staff to monitor progress and give advice.	Every teacher is a language teacher in their subject; 'EAL Champions' can offer support, challenge and guidance to help develop whole school responsibility.	NALDIC website/membership: https://naldic.org.uk/ EAL CPD, e.g. from Better Bilingual: https://www.eventbrite.co.uk/e/eal-champions-cpd-programme-autumn-2022-price-below-tickets-362563074917
4.	**Promote** equity through monitoring and enabling UASC's full access to full range of social and educational experiences.	Equality Act 2010 (Part 6). Schools must ensure that the child has full access to education, facilities and services. This includes access to full-time schooling.	Consult your school's and LA's Equalities Lead/s re equity and the responsibilities for schools explained here: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
5.	**Assess** English language proficiency levels as part of 'data drop' cycle and provide EAL CPD to all teachers as appropriate.	Strand's 2015 research clearly linked English language proficiency to academic outcomes; assessment is needed to inform effective pedagogy for UASC with EAL.	Strand (University of Oxford, 2015) and The Bell Foundation's EAL Assessment Framework. EAL data and the link to EAL funding (Oct census): http://www.betterbilingual.co.uk/wp-content/uploads/2022/09/DfE_EAL_funding_2022-23.pdf

Authors: Catherine Brennan (Director - Better Bilingual) with thanks to Lewis Medolla (EAL Champion, John Cabot Academy, Bristol) – page 1/2

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Teachers	Better Bilingual Top Tip	Rationale/Key Message	Research/Further Reading
6.	**Maintain** high expectations of each individual UASC's cognitive and academic ability.	Access as much information about the pupil's background so all skills and knowledge can be built upon.	https://www.bell-foundation.org.uk/eal-programme/guidance/integrating-students-using-eal-into-mainstream-lessons/
7.	**Seat** New to English UASC next to middle and high ability students fluent in English.	'New to English' pupils will imitate the language of their peers – so it needs to be high quality.	Learning English for academic success in context, e.g. http://www.collaborativelearning.org/
8.	**Value** the full linguistic repertoire of each New to English UASC and utilise these skills for academic learning.	Find out as much as possible about oracy and literacy skills in first language/s as well as in English; use these to assist learning in the classroom, e.g. translanguaging.	'Common Underlying Proficiency' or CUP: https://bestofbilash.ualberta.ca/iceberg.html 'What is translanguaging, really?' video: https://www.youtube.com/watch?v=iNOtmn2UTzI
9.	**Collaborate** with EAL colleagues to plan for the academic language demands.	EAL pupils need to acquire academic language (as well as survival English) to settle and achieve in the classroom.	Understand the distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive and Academic Language Proficiency (CALP): BICS and CALP video
10.	**Assess** the pupil's English language proficiency regularly.	Listening, speaking, reading and writing skills need to be monitored so clear targets can be identified.	The Bell Foundation's EAL Assessment Framework for schools: https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/

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