**UASC Working Group Minutes 26th September**

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| 16.00-16.10 | Introduction to new attendees | Frazier Stroud |
| 16.10-16.35 | NALDIC – Communicating sanctuary and care overview [Communicating sanctuary and care | NALDIC & CCT event - NALDIC](https://naldic.org.uk/naldic-events/communicating-sanctuary-and-care-naldic-cct-event/)  **Yvonne Foley** We wanted to know how, you know, youth from refugee and asylum seeking backgrounds, understood their needs and experiences. And we did that not only in education but through healthcare and.  And just because of time and so we looked at what culturally and linguistically responsive trauma pedagogies looked like and we considered that across education and medicine. So we then looked to interview and to meet with doctors, medics, student teachers and nurses and hospitals, especially in the emergency department. And we also worked with an outside agency that helped us to bring in that whole kind of psychological aspect to it.  [Improving children’s and young peoples mental health – Place2Be](https://www.place2be.org.uk/) it's an organisation that supports teachers in schools to meet the needs of very diverse learners, and it takes a more of a kind of, I guess, a psychological approach of meeting those needs.  The interviews were with 11 youth and that that was quite tricky because some of them were new to English. And so you're working through an interpreter trying to hear what their insights and their views were. And we also had interviews with medics, student medics and student teachers and doctors and nurses and hospitals. And so you can see that. External agencies that we're also working with vulnerable young people were part of that and we also took a literature review so that we had something that we were looking at in the literature around equality, diversity and inclusion and the approach we took was not one of like, standard approach to measuring things or looking at what you can do in in English in order to show some kind of attainment or approve improvement in education, but it was to take a multi sensory approach. And then we looked at multimodal data that included talk, sometimes through an interpreter. We also use photographs and expressions of art in a lots of the stuff that they brought in with them to show aspects of their identity and that gave us a lot of insight to how they were, how they thought about their identity in their sense of belonging. The school that we worked with talked about being an inclusive and creative school, and this was their policy where they looked at positivity and how that shined. They were open to dialogue on diversity and these were things they stated in their own school based policy drawing on those big drivers that I just talked to you about earlier. And they wanted to recognise the benefits of a diverse school because it was, it was in a very linguistically diverse area of the city. And because of that, they had a strong emphasis on diversity of faiths and celebrating what the rights of the child were.  Their main emphasis when they were speaking to me was that they fully embraced all languages and that this is something that not all school contexts do in the research that we've been part of and research that you will see in in the wider kind of academic forum, that not all schools know how to embrace all languages or to draw on them and allow the child to use their linguistic repertoire.  And I'm the reason I'm excited when I talk about this project is because it offers a real sense of hope. And I think that with the discourses that we have today, that sense of hope is something that we need to hold on to. So when what shaped our understanding is some of the work that NALDIC does in the EIL Journal that we publish and we talk a lot in our themes around sanctuary, what that means, what it means to have well-being in school, what does it feel like? What does it mean to belong somewhere?  So as you can see here, as we get to look at who the pupils were, they had crossed many of the borders. One student in particular had moved from Syria to Sweden, stayed in Sweden for four to five years, did schooling there learned the language of education and then moved to Scotland and began another language learning process all over again. And so we could see that there was lots of different cultural borders that had been crossed, different linguistic borders, and that in itself brings rich experience. But it also brings uncertainty. It also brings feelings of being displaced and unrooted.  They focused on building relationships and that was key to helping those children and young people feel a sense of attachment. Where they could start to feel safe, to be able to start to learn a new language and they also were encouraging them to bring in things that were special to them from their heritage environment. That was what the support teacher worked through and talked to us quite a lot about and it was quite a big risk for her to step outside of that curriculum context and to decide to implement a different way of.  Learning and teaching in a more relational approach. They did a lot of physical stuff. Linking it to the senses and they talked about how the young children that they worked with seem to enjoy that part of class because it connected to more than just the cognitive domain of learning, and it was brought in that whole social side as the way that she spoke about it and moved beyond a focus on just the cognitive dimension of learning and teaching. There was similarities in how student teachers were talking and student medics because the sense of relationship and a feeling of safety was something that they had picked up was needed as they worked with very diverse groups.  The initial teacher education programme leads were also people that we spoke to and they felt that the student teachers themselves were saying, why are we not covering more around this? Because it's so prevalent in schools and we're not getting enough on it on our programmes and they were talking about then along with the nursing leads, who also said the same thing that you're trying to deal with social justice and equality and diversity and a grand scale to cover such a lot. And you've got a very packed programme that you're trying to fit that into. So it was, how do we work together across these sectors and across colleges really in the university setting to be able to enable that learning and that understanding to take place. And one of the nice things this week is that the School of Medicine has been in touch with us to ask if we will come and present at their conference to share the feedback that we've done jointly. Now they and the University of Edinburgh so that they can understand what similarities there are and how there might be opportunities for teaching and working together so that that was quite exciting for us as an organisation.  So if we go to some of the themes that came out from the children and young people. They talked about the importance of their home language and they very much linked that to their sense of identity and their sense of belonging.  These were some of the items that the children and young people brought in and they talked about them during their literacy encounters. They brought in their histories and their geographies as part of the way that they talked about their learning experiences and within this. Not only was their identity linked to it, but their values in life were linked to how they talked about it and her values were one of respect. Monolingual perspectives and doesn't give space to the this knowledge and way of viewing the world that we would all benefit from, and that would also bring a sense of inclusion to the young person that's part of the school context. And so rather than just learning about it, it was a sense of us learning from them about the world and the values that shape different parts of the world and also different cultures, and so it was really important for us to learn that ourselves.  One of the young people talked about her country being corrupted and very broken and damaged and the kind of strife that was taking place within that and the wars that were going on. And she talked about her mum and dad having to escape when they were younger and so this young person was actually born in Scotland and yet what was clear to us as she spoke is that she carried the history and the experiences of her parents with her and that formed part of her identity and how she saw herself. So her identity was very much hybrid identity brought together the experiences of her family, but also the new context in which they were all living now as a family, as they learned different languages. Inherited traumatic experiences from parents and those that they have experienced themselves as children were brought to any literacy encounter that we had set up in the classroom with them. So those histories of trauma were really important to help us understand what was happening in other parts of the world.  This is an example that my colleagues have heard me share quite often because it was. The teacher had initially given the pupils a kind of framework to look to and it was my home is my home. The children all had to fill in the words that went at the end of the sentence. So you would get lots of different expressions of that, and it was my home is Glasgow and my home looks a mess, my mum hasn't cleaned or tidied it up or they were just saying funny things and my home taste tastes like really good Curry because that's what my mum makes every day. So because of the diversity of the classroom, you were getting all kinds of poems or expressions linked to that.  A Pupil learning English as an additional language took quite a long time to finish his poem because he was using a translation app and he then raised his hand to read this in English and this is what he wrote.  My home is Syria. My home looks like war and my home tastes like ashes. My home smells like ashes and my home sounds like war. My home is unchilled.  There was just a sense of engagement with him at an emotional level that this literacy encounter that the teacher had set up had become so much more than learning to write. And she asked him to read it again. And one of the kids in the class, laughed a little bit at the end when he said Unchilled and the teacher just very calmly said, you know, not all of us feel safety where we live. Home is not always a safe place and we shouldn't laugh when someone uses a word that's that's different in English and we've all had to learn English so let's see if we can give other words that would help to support the development of language.  And so the children raised their hands to talk about giving different words like terrifying, scary, awful. And she asked, which word would you like to add to that unchilled or replace? And he said, I'd like to keep them all. And what struck us with that was that she didn't discount the word that he was learning to use in English and using informally, but she transgressed what we would call standard English, and she allowed an informal use of language to be part of the curriculum. And that's what really stood out to us through this encounter that engaged the emotions that engaged trauma and afterwards he spoke to the teacher about how he had seen dead people, because this encounter had triggered a reaction in him and so she learned then how to work with him afterwards, and how to talk to him.  So what do we do as now they we work with schools, we work with teachers. We look to try and do professional learning in lots of different ways. We do that through our journal. It reaches an audience of over 2000. We've also put courses together at university level but also through CPD and professional learning. And we also meet with colleagues outside through our special interest groups and our regional interest groups.  **Frazier Stroud** Was that a primary school mainly that's focused there. That was that you were kind of highlighting?  **Yvonne Foley** Yeah, yes. So there's quite a difference between the sectors. So primary schools seem to feel they have more freedom. Well, in Scotland, in this context, it was like the case to be able to forge relationships that lasted throughout the day, whereas in secondary, when we've done interviews with secondary schools, teachers have talked about only having a very short amount of time with pupils. And it was the same in the medical setting. You're only seeing them for a very short period of time. So how do you establish Communication and relationships built on that?  **Frazier Stroud** Are there plans for some sort of tool kit or exemplar of like activities or things that could be implemented against primary school and then it would be different for secondary school or even college?  **Yvonne Foley** Yeah, I we were putting together a kind of booklet to try and flag up certain key points that student medics could look at and start to think about in their practice. And it was a way of helping student teachers and the medics to reflect on these big key issues as to how you would support and provide sanctuary and care. What does it feel like? And part of it was. Just like the parents were talking about when they went for health cheques was just the fact that I saw a translator or the fact that I saw somebody that had a pamphlet in my language, it reduced the the stress levels in the medical setting and in schools. It was the kind of embodiment of what would I say, a disposition that. Reflects justice and a recognition of the other, and I mean the other in the sense of another human being. Where they were in a setting where they felt uncomfortable and they were able to then provide that sense of connection in a way that where we're able to see that we're all diverse, that the diversity wasn't just placed in one person, that we're all diverse and that we have to then think about diversity as a way of providing care. That we all reflect differences that across society, no matter where we are, so the student teachers talked about that a lot and how we use the term other and how we other students and pupils that come from a different language background. And so there was good conversations around that. So some of the questions have been around what, how do we understand. The concept of being authored and what that feels like, and so it then reflects into their practise. So a framework for getting them to reflect was something that we've designed as well.  **Rigby, Debby** Yeah, just to say that I think running over the head teachers is the way to go because if the senior leadership in schools are bought into it.  And I think that NASUWT are quite good at passing information out and documents out yo school heads and I think as long as they've been won over, I do think that I think then that that some trickle down to the rest because I think a lot of the teachers feel that they have to do what the senior leadership team tell them to do. And there is some flexibility available in schools it's just having that confidence as senior leaders to be able to do that. So I think as if the head teachers are on board, I think I think that more would happen in schools, in secondary schools. I know a lot of colleges are much better at that sometimes, but further education colleges much more flexible about the way that they offer a curriculum.  **Rigby, Debby**  And I've worked with lots of different colleges across London and some of them are really good at including a lot of enrichment and a lot of time for mental health and well-being. And then other colleges not so much. So it really does depend which college that the young person goes to. | Yvonne Foley |
| 16.35-16.50 | Showcase of new collaborative videos  **Hodgson-smith, Daisy**  Those the videos are fantastic. They're really supportive, especially for them. The new to UK young people, the expectations of school and post 16. I specifically work with well mainly post 16, but the feedback I've got I tried to show them in the first CLA review and the feedback I've got is really brilliant so it's great that we've got things explaining, you know, social care, health, immigration.  It'd just be interesting, maybe one around housing, but I don't know if that's included in with another parts.  **Rebecca McCallum**  Yes, I I was thinking about one that kind of what's gonna happen when you get your leave to remain.Which you could you could make quite general with, you know, covering, obviously that you're gonna go on to benefit and dealing with the job centre and then you know, obviously we're sitting here with an education focus and you can stay in college and finish your education. You are a care leaver. You are allowed to claim Universal Credit and and study up till the age of you know 21 or even 22. If your birth is very early in the year. And you don't have to leave in straight away. Get a job. So I think I just think something like that which would be applicable wherever we are in the country actually wouldn't it in terms of that, you know that interplay between sort of education and looking for a job and and benefits. You know, I'm something like you know what what what happens when you get your leave to remain put it that you know benefits college jobs or you know money in college or something. I don't know you're so great at the videos you'll think of something.  Then then, then they definitely find it confusing and and I think I think you know, we're calling it job seekers allowance, but you're allowed to stay in college. It.  **Susan (NALDIC)**  Hi, my name's Susan. For some reason I can't change my name on teams.I was wondering, do your videos are so wonderful? Have you ever thought about making having students maybe a few years down the line make the videos and and share their experiences?  **Stroud, Frazier** Yeah, we did. We would when we originally thought of the idea, we did contemplate involving young people and filming them differently. And I think the main issue we found was the process. The production process would be elongated hugely, which is unfair. You know, that shouldn't be something that stops young people being involved. But I think it was just the practicalities of it and the costings kind of get in the way. But I think then young people have actually been through the experience being involved in the in these videos. A similar type of video, maybe a different category, would be definitely great for there to happen, and it would be something to look look at in the future. I think.  **Constant Leung (NALDIC)**  Yeah. No. What I'm what I meant was. Is there information for people who really don't actually have access to a lot of public information. And also you know the way you handle, for example, school interviews and things like that and just wonder if there's any kind of information for them to access because sometimes you know what, all I am a little bit concerned about is. There's often a default position of using young people to interpret. For parents and so on. And or even for. Sometimes, you know on sort of sensitive medical. Consultation and things like that. I just wonder if they they might well be something that you know in your good office there might be something that could be pulled together from, you know, from, from like minded, you know organisations to share some information to see if we can sort of come up with some sort of useful. Kind of map if you like to see how to access these things.  **Stroud, Frazier**  Yeah, I mean, that sounds like a really interesting. Idea and definitely would be useful. Obviously we don't people relying on. Oh, we want people to have their access to the support that is there and available to them and not have to muddle through situations that are quite sensitive or have to deal being put in uncomfortable situations. So that's a really good, good point. Thank you. And maybe, yeah, maybe we can discuss it after the meeting or something like that. We can meet up and have an have more discussion about that. Umm, Francis, you've got your hand up.  **EasterBrennan, Frances**  Hello I was just gonna say that in terms of the videos, they're really great as well. I really agree with that. And I think they're really useful results for everyone to have. But just to that point of people talking about the young people potentially wanting, you know, wanting to be involved or that being a good thing. The Pan Pan virtual schools. Post 16 Working group are actually attempting to work on a venture of that nature, so it might be worth some cross communication between the two groups. Have got a college here are potentially interested in, you know, setting it as a life brief or a work experience and working with people. I'm just waiting to hear back from them and that is something that they've been trying to get off the the ground for a while and couldn't work out how to get the, you know, access to. Equipment and and things like that so that you know there there is potentially I can send you phrases. The person that chairs that group and and that's maybe an area for for cross working group working as it were.  **Sara Dagdelen**  Yeah. Hi. I was just going to quickly say in relation to that, Ian, Buckinghamshire, we did pay a whether like a charity advisor, like a careers guidance, young person's charity. And they did make a video with some of our ESOP young people at college. It's fantastic, it's wonderful, but it's stuck in the we don't know how we can make it available to the wider public because of concerns around safeguarding. Consent. So getting out of the spheres of the Council is really, really tricky. **Jill Hollin**  So I was just suggesting that because constant was talking about children being relied on to interpret for parents, and obviously as a group here, that's not something we're talking about so much because we're talking about unaccompanied young people. But I do also work with our resettlement service. So I work with families as well. So clear of always.  An interpreting service that a part of a service called Migrant Help who do a lot of work in schools and they are they. They are sort of non for profit interpreting service. So I I just think they're both those who are linked migrant help and clear voice are worth approaching if you're working with families. In schools and maybe trying to think about the way that you can support parents without relying on children. | Frazier Stroud |
| 16.50-17.15 | AOB  **Katie Pugh**  So I'm I'm coming up against an issue and I just wondered how other other boroughs handle it. So since the start of term, I'd say I've had about. 13 young people that I've needed to find schools for all across the country. And I'm just wondering what other boroughs or how you found ways around providing education for them in the interim before they get a school place. We used to sort of send laptops and arrange tuition. But that takes such a long time that by the time the laptop gets there. Often we've got the school play, so I just wondered if anyone had any. Ideas about what you do to kind of fill that gap in the meantime? **Rigby, Debby**  Yeah, we've been working with our adult skills and education team and they've been providing some ESOL classes until they get into college. Or or just we've we sometimes have young people who are on the national transfer scheme, so sometimes they're only going to be with us for a few weeks and colleges are really hesitant to take them because they might not be around when they can put in for them for their funding. So adult skill, our adult skills and education team have been really good at being really flexible, but that's only obviously for young people who get sort of like the age of 16. So. So it's been like 16 pluses has been OK, but when they're in school, we've just resorted to online tuition like yourself.  **Jessica McGinley**  Yeah. Though I have that problem as well, and my young people end up very geographically dispersed from me as well, which is another challenge that I have. But in the interim I've used to go as an online provision which. Is kind of. They can access it via a mobile phone. It doesn't have to be a laptop, so they generally have some type of access, you know, before they get their laptop to go very flexible, they can get students enrolled in 48 hours.  On to their online sessions and they have a whole range. They have an ESL curriculum, they have a PSHE curriculum, they they have a whole range of things and you know, it's no substitution for being in school, learning with their peers. But it is at least something whilst as you say, you're waiting for for a school place to become available. So.  **Hannah Lowe**  Hiya. Yeah. Hi, everyone, me and my colleague Kim, we're joining because. This is the first year that we've actually taken on some US students as PEP officers, so it's really good to join in and see what's going on. We as a virtual school, we used to as just been said, but we also use Flash Academy as well. We have some licences and that can be set up instantly. So as long as the child has an access to a mobile phone, they can straight away access some classes through Flash Academy **Aiyebusi, Femi**  Yes. Yeah, it's just, I mean, although colleges have. Started enrollment. I'm just 'cause. I know that for us we had to challenge last year. So for those that because because we're going to get, you know, young people coming in, those are over sixteens coming in. Maybe from next month, when college enrollment might be might have ended. We're going to get some in November and December as well, and by then there aren't any college places. So it's like, you know what, are there any other suggestions? For. Easel classes or education once the college. Window has closed, which for some it's already started to closed 'cause. We're gonna when we get some in a month or two.  **Stroud, Frazier**  Yeah, that's definitely. I think that's the perennial issue, isn't it, I think. Well, last year what we did, we have as an organisation, I think it works, skills learning or something, they're a training provider in Barnet, but we commissioned them to provide ESOL classes in our leaving care service. Like luckily we have a room in that area so that young people go and access that who weren't able to start college immediately. But obviously that does require money to do that or funding to do that is not a free service or anything, but that's something we looked into as just finding. A training provider, or someone who does have expertise and he sort of is willing to work with us to to put, do bespoke peace or classes. I mean, they're only it was only two days a week for, I think, half a day or something. It wasn't a big, it wasn't a full time curriculum, but it did mean that young people who just arrived were able to transition into that and access that obviously needed to live relatively close to the the, the building and everything like that by now, online services are available as well, but probably not as effective as in person. So that's one way we we kind of managed it.  **Stroud, Frazier**  I don't have anyone else has. Any advice or guidance there? Yeah, Haley has said it's worth getting in touch with colleges, as they often open up additional classes. They do? Yeah. I think in January it's about well, January anyway. But I think it depends on demand, but looking at, yeah, get in touch with various different colleges, they might have to access colleges that aren't near to where they live. Unfortunately, and have to maybe travel in a bit until they're able to kind of transition into a college place nearer to them that might. That's obviously always an option. I would say. Also, any local refugee services, so we have a new citizens gateway in Barnet which are a local refugee support service. They do esse classes again they I think they're online and sometimes they do in person and again it's only once a week but it is something to guide young people to access and we'd always encourage that. So looking at any local refugee services often do Essex, so that might be an option as well. And Nadia's kinda referenced. Yeah, the Refugee Council in a chat called Big Leaf. So I guess big Leaf would be a similar those charities that support refugees. And if anyone has any, if you could put them in the chat and I can add them to the map because I'd say that map does list lots of organisations who are worth approaching if you are stuck to find a provision or something like that for a young person because there's lots of organisations on that map, so be worth looking into. And before we sign off, Jenny, you've got your hand up. |  |

Resources from today:

[Clear Voice - Award-winning interpreting & translation](https://clearvoice.org.uk/)

[Improving children’s and young peoples mental health – Place2Be](https://www.place2be.org.uk/)

<https://www.tlclive.com/>

Forest School Day in Epping Forest for any care experienced young people aged 16-25 UASC young people - meet at Chingford Station at 10.30am on 11th October - all very welcome, interpreters provided. Email Debby to book places or for more information. debby.rigby@cityoflondon.gov.uk

<https://www.bigleaffoundation.org.uk/>

<https://bacacharity.org.uk/>

Welcome to Baca Charity - Safe to heal, free to thrive

<https://www.bathwelcomesrefugees.org.uk/> and <https://www.bristolrefugeerights.org/how-we-help/education/>

English classes for asylum seekers and refuges - Bristol Refugee Rights

We provide English classes for asylum seekers and refugees in Bristol. We cater for complete beginners through to university level.We also has a creche.

<https://www.borderlands.uk.com/>

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Homepage for Borderlands, a Bristol-based charity supporting refugees and asylum seekers from exclusion to belonging.

