

Supporting Refugee and Asylum-Seeking Children Toolkit

Barnet Education and Learning Service

**This toolkit has been developed by members of the
Inclusion Advisory Team**

Supporting R & AS Children Toolkit



Relationships and connections



Self-esteem & confidence

The Environment



Areas of Impact



Wellbeing & Regulation

Language and communication



Curriculum Access



Areas of Impact

Always work in **partnership with families**, share successes and ask questions.



Get to know the **children** - know their likes and dislikes.



Non verbal messages from adult to child are crucial – consider eye contact, space, posture.



Assign key adult to each child (are they able to spend some 1:1 time).



Provide **check in times** with key adults.

Encourage older, or **more familiar**, refugee children to provide support and comfort to newcomers.



Relationship and Connections

Use of a **buddy system** and **well considered learning partners**. Support families to attend community events.



Arrange for **introductions** to any other same-language pupils and families.



Involve other pupils in making a book, or photographic record, or perhaps a film about the school that children can take home to show their families.



Determine whether **home language teachers** or support assistants are available.

The children **need to know that you care** and that you are interested in them.



Relationship and Connections Strategies

Range of **multisensory** approaches to engage their learning style e.g. objects, pictures, symbols.



Minimise **classroom and environment** noise.



Expectations, routines, uniform, school policies, cultural norms – **what needs to be explicitly communicated?**



Ensure they **know the names** of other pupils and other adults that they will meet (and everyone knows how to pronounce **their name**).



Using **multilingual** signs around the school and displays of **representative cultural items**.



The Environment

Familiarise children with the **layout** of the school, playground, **rules, expectations and routines**.



Access to a **quiet space** that **suits them** when they **need it**.



Think about **seating/organisation** – where is best for them?



Using **everyday items** as **resources** and **objects of reference**.



Consistency is key. Be **predictable** and provide a **routine**.



Environmental Strategies

Say the **child's name first** before an instruction.



Encouraging **use of home languages** where appropriate.



Use **specific praise**



Range of multisensory approaches used to support **spoken language** e.g. objects, pictures, symbols, role play, films, cartoons.



Keep language/questions **simple – concrete language**.



Language and Communication

Instructions given in **small chunks** with **visual cues** in order.



Provide **wait time** to **allow time** for **processing** and **response**.



Identify the **possibilities** for refugee pupils to further develop **their first language**.



Emphasise to parents or carers the importance of **maintaining the children's first language**.



Use the **language of choice**.



Language & Communication Strategies

Time for **play** and to **practice skills**.



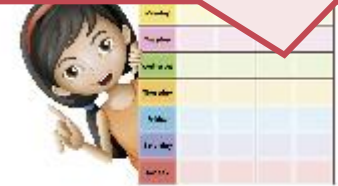
Obtaining or involving pupils in creating **multilingual** dictionaries, storybooks, audiobooks and other resources.



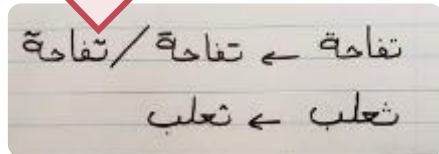
Display **key vocabulary** for particular subjects in both English (with pictures) and, where possible, the child's **first language**.



Activities broken down into **small manageable chunks**. Use visual prompts and visual timetables.



Get them to write in their **first language** freely.



Curriculum Access

Carry out baseline assessments. Establish English Proficiency.



Teach '**survival**' school and **classroom terminology** including toilet, book, desk, playtime, etc., with visuals.



Use of graphic organisers, writing frames, flash cards.



What classroom/school experience have they had? Gather **background information**.



Curriculum Access Strategies

Use of **ICT** to support understanding and translations



Pre - teaching vocabulary and specific information.

Talking tins / talking buttons to record parents voice for child to listen to at school



Ensuring that **achievements in subjects which are less language-based** are recognised e.g., mathematics, science and PE



Create an environment that **values each individual** and give opportunities for **pupils to compliment each other.**



Identify and build on the child or young person's **strengths and interests** so that they can have **enjoyment and experience success.**



Encourage the child to have **classroom/school wide responsibility.**



Self-esteem and Confidence

Communicate the successes with the parents/carers.



Respect their **right to a silent period** (sometimes lasting several months) or to not talk about recent events.



Remember that **each day is a new day.**



Give them **opportunities to talk, sensitively** and not initially in front of an audience of other children, about their family history and their recent circumstances.

Developing Self esteem/ Confidence Strategies

Supporting children to **understand and label** the emotion/feeling.



Develop a **toolbox of strategies** (e.g. breathing techniques, audio books)



Use of **emotion coaching** to guide and teach more effective responses.



Zones of regulation: giving the children a **toolbox of strategies** for when they feel different emotions.



Providing **emotion scaling** to help understand and get control of feelings.



Wellbeing and Regulation

Grounding techniques e.g.

- Mindfulness
- Visualising a calm/safe space
- Sensory regulating activities (rhythmic and repetitive)



Children having access to a **safe space/quiet area**.

Visually communicate feelings e.g. Blob tree, body map



What is **pupil voice** telling us?



Provide a range of **brainstem calming activities**



Additional support for parents/carers....



Build trusting and safe relationships with parents/carers

Establish how many/which languages are spoken at home and by whom

Welcome families into school e.g coffee mornings, dual language library, afterschool clubs for children and parents, stay and play sessions

Teaching and learning that is compassionate

Consider the need for professional translators for confidential meetings and communications home

Use a variety of ways to communicate with parents. E.g. email, text, phone, tapestry, newsletters and meetings