

Please note:

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Case Study One

EAL profile:	Economic Migrant
Gender:	Male
Year group:	1
Proficiency code:	B
Attendance:	98%

Family Background:

- When attending school events, his father was able to converse well in English.
- Relocated due to father's job (NHS cardiovascular consultant) and school understand father's salary supports extended family financially in China
- Mother appears more distant and father tends to translate at meetings.

The child is the oldest of three siblings.

School information:

- Attended full time at Kindergarten in China
- He has attended school in the UK for 18 months.
- Mobility high – 3rd school in the UK as parents have worked in hospitals in London, Manchester and now Birmingham
- There are no other children who speak Chinese in school.

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The following ideas and suggestions were taken from responses made during the Supporting EAL Learners Conference 2019.

Q: What are the issues in school?

Collated responses:

- Early stage of language learning
- Difficulties in asking for help
- Difficulties expressing emotional responses
- Lack of survival language
- Different education systems
- Home-school communication
- No support from other peers or adults who speak the same language.
- Engagement due to moving around
- Making friends due to frequent movement
- Different culture - culture shock
- Lack of feeling of security
- Attachment issues
- Language models

Q: What are the issues at home?

Collated responses:

- Building good relationships between home and school
- Not much access to English at home
- Permanency of living arrangements
- Primary carer has limited English - difficulty in communication
- Lack of support network for the family
- Opportunities to integrate into the local community
- Mum may struggle to support the child with homework
- Dad's English is good but his time is limited so little modelling of English

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- Supporting extended family financially - we don't know about who these family members are and how that may impact on the child
- Pressure on both parents in different ways.
- Possible trust issues

Q: What will this impact on?

Collated responses:

- Social skills
- Challenge of formal Y1 curriculum
- Coverage of the curriculum if the family keep moving around - gaps in learning.
- Confidence / SEMH
- Relationships with others
- May be withdrawn
- Isolated
- Staffing
- Physical resources

Q: What can school do to support these needs?

Collated responses:

- Induction programme for child and Mum
- Buddy for child (and Mum?)
- Signpost to find support from the Chinese community
- Building social capital - any other families that can support?
- Translation support
- Learn some phrases in his own language (pupils and adults)
- Show an interest - ask him to bring in a special item/photo to share
- Support Mum to develop social circle
- Stay and play
- Coffee mornings
- ESOL courses - family learning

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- Work around Chinese culture (celebrating multilingualism and multiculturalism)
- Work with Y1 teacher to incorporate EYFS strategies
- Nurture group/social group intervention
- One page profile to support transition (involve parents)
- Explore possible links with the hospital - are there other families in the similar situations?

In addition to the contributions already made PSS would add:

- Make a booklet or PowerPoint presentation with the child about the different cities and schools he has lived in to date. Include information about what he liked about those places and people that he made friends with.
- Encourage him to work on this at home with his family so that he can explore his thoughts in his home language as well as English.
- Use lots of pictures so that he can use these as a support in his spoken explanations.
- Use the booklet or PowerPoint for him to share his story with his peers - either as a class or with one or two individuals, dependent on his choice.
- Give him a role in school that he can carry out with his buddy so that he feels a valued member of the school community.
- Give him simple messages to take to neighbouring classes to develop his confidence in using his spoken English (e.g. "please can we borrow a PE kit?") Practice the message with him before he leaves the room. Prepare the teacher that he is taking the message to, in order to ensure that any responses are kept at an appropriate level for his language development.
- Use google translate/visuals to give key topics being covered in school so that he can discuss these with Mum in his home language to continue his cognitive development.

If you require any further advice or training then please contact your PSS teacher.

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Case Study Two

EAL profile:	Asylum seeker
Gender:	Male
Year group:	10
Proficiency code:	A
Attendance:	89%

Family Background:

- Sri Lankan
- Experienced trauma: his dad was kidnapped; his family doesn't know where he is or if he is alive
- Entered UK with support from Freedom from Torture (came with no personal belongings)
- No recourse to public funds (£35 per week, not entitled to FSM)
- Living in a hostel close to primary school but expected to move to a Travel Lodge out of area once refugee status has been granted
- However, secondary school is located 3 miles away – no money for bus fare
- Lives with his mother and 2 younger brothers (all in one room)
- No English speaker at home; his mum doesn't speak any English

School information:

- Attended primary school in Sri Lanka; unclear about his level of secondary education
- Struggling to form friendships with peers
- Very quiet in classroom; reluctant to talk to teachers or take part in pair/group work
- Teachers finding it difficult to assess attainment

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Q: What are the issues in school?

Collated responses:

- Emotional needs without language to express himself
- Relationships
- Isolated
- Attendance
- Anxiety
- What prior education has he had?
- What support does he have in school?
- How good is his first language
- Access to the curriculum - GCSEs!
- Negative perceptions
- Hunger
- Fear
- Not entitled to free school meals

Q: What are the issues at home?

Collated responses:

- Temporary housing
- Finance - poverty
- Isolation nowhere to study
- No personal space for teenagers or mum
- Possibly needing to care for younger siblings
- What are the attitudes of others in the local area?
- Living conditions
- Desire to work but not allowed to work
- No access to English at home

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- Transport
- Clothing
- Education may not be a high priority with all the family are facing

Q: What will this impact on?

Collated responses:

- Accessing learning
- Developing relationships
- Mental health
- Engagement
- Focus and attention
- Self confidence/self esteem
- Possible behavioural difficulties in response to all the challenges

Q: What can school do to support these needs?

Collated responses:

- Refer to the safeguarding and pastoral support team
- Spare uniform - think about how these can be washed
- Consider creative methods to provide lunch
- Provide a buddy for the pupil in school (Ideally home language speaker)
- Crisis budget - support with bus passes (including for Mum to take the younger children to school)
- Support with pick up and drop off
- Send home stationery for homework
- Consider how the pupil can access a computer (and Mum to access support.)
- Access to a translator
- Home visits
- Appoint a 'key worker' member of staff to develop a trusting relationship with
- Consider how any actions you take may impact on the range of issues

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In addition to the contributions already made PSS would add:

- Always consider how you can retain the dignity of the family
- Maximise any translation opportunities that occur to reassure the pupil that your main priority is to support them and make them feel safe so that they can learn.
- Support the acquisition of survival language as a first priority
- Create a Panic Box to enable the pupil to access activities within the classroom
- Offer access to a study space in school
- Consider what the pupil will be able to do once he leaves school for the evening. Collect spare board games, graphic novels, mindfulness colouring - activities that don't require reading in English - to send home for recreation time
- Offer opportunities in school (during recreation times etc) for pupil to carry out games with his buddy
- Consider using sport as an activity where the pupil can interact with peers without the need for complex language skills
- Liaise with any other agencies supporting the family
- If a family is successful in being granted Refugee Status, be mindful of the 28 day rule for leaving accommodation and getting benefits in place as the family may not be fully aware of the need to act immediately to apply for housing etc.

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Case Study Three

EAL profile:	Third Generation
Gender:	Female
Year group:	10
Proficiency code:	C
Attendance:	81%

Family Background:

- Lives in house with 4 siblings, mum, dad, aunt, uncle and grandmother
- One of her sister's has significant disabilities and attends a local special school
- Parents and grandmother speak Bengali at home
- Expectation at home is that she contributes to chores and helps to look after younger siblings
- Mum attends all meetings; she has relatively good level of spoken English
- Dad works; school doesn't see him

School information:

- Quiet, doesn't have large peer group,
- Fades' into the background in lessons; reluctant to engage in pair/group work
- Homework submission is poor
- Attendance and punctuality are a concern
- Attends Mosque school 4 times a week
- No plans for what she would like to do post-16

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Q: What are the issues in school?

Collated responses:

- Attendance
- Too tired for learning
- Isolation
- Not engaging with peers
- Safeguarding
- Does she or her family have positive aspirations for her
- Gaps in learning due to attendance
- Limited homework return - housework before homework
- Both social and academic language is not developed as well despite being born in the UK

Q: What are the issues at home?

Collated responses:

- Is education a priority?
- Tiredness due to additional responsibilities
- Housing - do sleeping arrangements lend themselves to appropriate rest
- Only speaking home language at home
- Young carer
- How is her relationship with her parents?
- Home is a very busy place - does she have somewhere to work?
- Limited English used within the home
- Is her voice heard?

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Q: What will this impact on?

Collated responses:

- Falling behind in class because of attendance and homework
- Progress stunted
- Relationships with peers
- Withdrawn and isolated
- Mental health - emotional baggage
- Not able to reach her targets
- Future prospects
- Further development of language skills

Q: What can school do to support these needs?

Collated responses:

- Ensure she has a champion at school - pastoral support
- Investigate if the family need additional family support
- Investigate if she has access to online learning at home - provide opportunities at school
- Ensure she has good information about relevant post 16 education/careers advice
- Ensure teachers are aware of her challenges (whilst maintaining confidentiality and dignity) and encourage them to specifically focus on drawing her in to learning
- Offer pre-tutoring to develop her skills and confidence ahead of new learning
- Send home resources to support her learning
- Lunch time club for homework
- Circle of Friends
- Attendance programme – rewards

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Pupil and School Support

Partners on the pathway to a positive future for children and young people

In addition to the contributions already made PSS would add:

- Consider making a referral to Spurgeons Young Carers (in consultation with the pupil and the family)
- Provide mentoring from an older pupil - for example a 6th former or university buddy system (such a Realising Opportunities schemes)
- Consider the family as a whole - is this pupil's attendance similar to or worse than her siblings? Pastoral team support
- Privately negotiate homework deadlines
- Identify areas of interest - dance, music, sports, books, fashion, computing, technology etc
- Provide opportunities within school time (lunch time) for extracurricular clubs to help build relationships
- Give responsibilities within the setting to increase her position within the school community. Be aware of not over-loading a pupil who already has a lot to contend with; however small, limited responsibilities can help to create a feeling of belonging.

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Pupil and School Support

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Case Study Four

EAL profile:	Roma Gypsy
Gender:	Female
Year group:	6
Proficiency code:	C
Attendance:	55%

Family Background:

- Mum very rarely attends meetings at school
- Dad has instructed school to allow his daughter to bring and take home younger siblings
- Her older sister recently moved back to Romania; school understands she has got married
- Youngers siblings at home are all boys, school age
- Lives in council accommodation

School information:

- Left school but re-joined after long period of absence. It is unclear where she went
- SEN – but parents won't sign consent forms for PSS and EP involvement
- She chooses to mix with other Roma /Gypsy pupils in younger year groups
- No friends developed with Year 6 peers
- In the classroom, she refuses to work with other children
- Reluctant to engage with learning; behaviour in lessons becoming an increasing concern

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Pupil and School Support

Partners on the pathway to a positive future for children and young people

The following ideas and suggestions were taken from responses made during the Supporting EAL Learners Conference 2019.

Q: What are the issues in school?

Collated responses:

- Attendance
- Safeguarding - where was she during long absence
- Gaps in learning from poor attendance
- Why does she refuse to work with peers (is she masking difficulties in understanding? Is she told not to?)
- Detached from others
- How do other pupils respond to her?
- Education not valued
- Safety - being asked to take siblings home
- Lack of communication with parents
- Behaviour challenges
- Possible negative views of her community within the school population and the anxiety this can bring

Q: What are the issues at home?

Collated responses:

- Differing cultural priorities/expectations (looking after other family members)
- Lack of parental engagement
- Is she discouraged from working with others?
- Does she have to look after other siblings at home?
- What are the family's aspirations for their daughter?
- Lack of consent could constitute neglect - discuss with safeguarding lead
- Is the family accommodation suitable for their needs?

Q: What will this impact on?

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Pupil and School Support

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Collated responses:

- Safety
- Tiredness therefore readiness to learn
- Relationships
- Future aspirations
- Attainment due to missing lessons
- Potentially unmet SEND needs
- Language development

Q: What can school do to support these needs?

Collated responses:

- Community engagement activities
- Encourage parents to come to celebration assemblies
- Be visible as staff and make contact at any opportunity in small but positive ways - admire the new baby etc
- Set the pupil up with a year group buddy and give them a joint responsibility
- Consider financial circumstances of the family - do they need additional support from school
- Offer social events and consider anything to do to reduce barriers

In addition to the contributions already made PSS would add:

- Increase awareness of the Roma Gypsy culture - invite the group of pupils to help to plan a culture day for the whole school. Encourage the parents to help support the day with ideas, information, ideas for food etc.
- Identify a key member of staff to build relationships with the pupil and family - consider this being a Teaching Assistant as the family may see them as less of an authority figure

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Pupil and School Support

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- Parent workshops - start from the parent's interests and needs. Investigate what the parents actually want support in - driving theory tests, Life in the UK lessons, cooking, ESOL, supporting your child with maths etc. Discuss barriers with the parents - consider the timings of workshops to work around school drop-off or pick up.
- Take every opportunity to develop shared experiences within the class. Shared challenges or projects, trips and drama activities can all develop collaboration skills which could then be extended into other times of the day
- Offer times where the pupil can communicate in her home language to meet the need that she is displaying (e.g. a lunch time club.)

If you require any further advice or training then please contact your PSS teacher

In all cases, consider the use of a Parent Ambassador to support parents in your setting.

More information about this free course can be found on the Access to Education website - <http://accesstoeducation.birmingham.gov.uk/index.php/PSS/parent-ambassador-programme.html>

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