

**School / College Induction Checklist for
 Newly arrived or unaccompanied asylum seeking young people**

Key Information
Young person:
Social Worker / Personal Advisor:
AfC Virtual School / College contact:
Personal Education Plan (PEP) meeting date:

Key messages

Unaccompanied asylum seeking young people are a very diverse group. Their proficiency in English levels may vary from being new to English to Fluent. They can arrive with widely different socio-economic and educational backgrounds ranging from having had a high standard of education to very little or interrupted schooling. Therefore understanding the young person's prior educational experiences are essential for planning educational support. The below checklist is aimed to act as a guide to support thinking about planning an effective induction for newly arrived unaccompanied asylum seeking young people.

Preparation and planning (prior to the young person's start in school / college)
<ul style="list-style-type: none"> • Arrange a preparation and planning meeting. At a minimum, the following people should be invited: relevant school staff that are co-ordinating the educational and pastoral support for the young person; Young person; Carer; Social worker; AfC Virtual School. <p>Please note that if the young person is not proficient in English, an interpreter will be required for this meeting.</p> <p>The below provides areas that are likely to be helpful to explore during the school / college preparation meeting (<i>not all of these will be relevant to all young people</i>).</p>
<p>Young person information:</p> <ul style="list-style-type: none"> • How is the young person's name pronounced and spelt? What name would they prefer to be called at school/college, if different? <i>If needed, note it down phonetically to act as a reminder.</i> • When did the young person arrive in the UK? From which country? • Has the young person had an age assessment? If yes, age agreed at assessment? • Do they have any friends / family / community connections in the local area or wider UK? • Young person's interests / hobbies / relevant experiences

Educational history

- Has the young person been educated in their home country?
 - If yes, to what age/level?
 - In what language was their prior education?
 - Description of educational experiences (*i.e. formal or informal learning? Exams taken? Teaching styles and expectations in prior learning experiences?*)
 - Subjects studied and favourite subjects
 - Experience / understanding of ICT? Accessing / using the internet?
 - Any learning needs / additional support required in previous learning experiences?

Language

Home language skills

- What language (s) does the young person speak?
- Can they read & write in their first language?

English language skills

- Have they had any exposure to English / English language teaching previously? • If so, can they: understand any spoken English? Use any spoken English? Read in English? Write in English?
- Is an English language assessment required?

Culture / religion

- Does the young person have any cultural / religious needs to be met in school? If Yes, how would they like these to be met?
- Is the young person attending or likely to attend home language classes or a supplementary school / tuition?
- Does the young person attend a religious school, such as Mosque classes? Are the classes during the week or at weekends?

To discuss with young person

- How may school / college in the UK be similar / different to their previous experiences?
 - What support needs to be put in place to support them to understand the UK education system? Who will provide this support? When?
- Do they have the necessary equipment for school / college?
 - Uniform if required; bag; stationary; ICT equipment; bilingual dictionary etc?
 - Who will provide this and when?
- How will the young person travel to school? Do they need any support with this?
- Does the young person have any questions or concerns?

Education planning

The following prompts aim to support thinking about the practical elements required for supporting the young person's induction into their new school / college.

- Year group: *the aim should be for UASCs to be educated in their chronological age group. 'Back yearling' a young person can have a negative impact on outcomes according to Education Endowment Foundation Research*
- Timetable: *consider benefits of a full timetable vs 'doubling up' of curriculum subjects vs. time for intervention or small group work.*
- Class grouping or sets: *UASCs should be placed in groupings or sets inline with their cognitive abilities (i.e. not placed in lower sets purely due to learning english). UASCs will need access to strong language and learning role models.*
- Information sharing with relevant teaching / pastoral staff: *Inform all teaching staff that they will be joining their class; how to pronounce their name; first language; country of origin; English language abilities and previous educational background.*
- Key adult: *Identify a member of staff who has the time and capacity to check on the young person at least at the start and end of the school / college day, check how they are settling in and to be the young person's first point of contact if there are any difficulties. This is often their form tutor; learning mentor, EMAS co-ordinator, Designated Teacher etc.*
- Peer buddies: *If the school / college has other young people who speak the same first language in the same year group, they can often be an effective peer buddy, especially in the initial days and weeks. However, young people also appreciate opportunities to form relationships with those from a range of backgrounds including proficient English language speakers. Is the peer buddy clear on what to do in this role?*
- Additional support: *What additional support may the young person need?*
 - *Pastoral / wellbeing*
 - *English language skills*
 - *Curriculum knowledge*
 - *Learning / study skills (planning, organisation)*
 - *Independent living skills (travel, money, safety)*

Induction / first day

An induction or transition day will provide the young person with an opportunity to become familiar with the likely very different structure of their new school or college. It will help them experience the new environment and what the expectations for the future will be. Induction or transition days support confidence building with regards to the school / college experience.

- Key person to greet the young person on entry to school / college
- Tour of school / college and facilities
- Provide a map with key locations highlighted
- Meet allocated student buddy
- Meet tutor / key staff
- Basic needs: ensure young person can find the toilets / canteen / religious or cultural facilities and knows any expectations about accessing these
- Provide any necessary resources and show the young person how to use them: bilingual dictionary; electronic translators; Talking Pen; laptops etc.
- Share school / college expectations, rules and boundaries (i.e. needing to stay on site during school day)

First weeks / ongoing support

- Daily check in and out at start and end of the day, including focus on both academic (i.e. access to teaching and learning) and wellbeing needs (i.e. monitoring inclusion and belonging)
- Targeted English language learning as needed by the young person
- Utilise good practice strategies for students with English as an Additional Language across the curriculum
- Signpost to social activities / clubs etc. in school / college that the young person may enjoy
- Consider whether the young person would benefit from attending 'taster lessons' in some subjects he/she is likely to be less familiar to support informed decision making regarding curriculum options
- After a settling period of a couple of weeks, consider baseline assessment to support further identification of support / intervention / provision.