

# Supporting Refugee and Asylum-Seeking Children

Barnet Education and Learning Service

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

## Relationships and Connections



## The Environment



## Language and Communication



## Areas of Impact

## Self-esteem and Confidence



## Wellbeing and Regulation



## Curriculum Access



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).



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.

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

## Relationship and Connections Strategies

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



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).

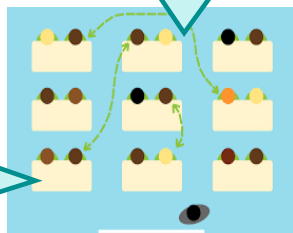


Using **multilingual signs** around the school and displays of **representative cultural items**.



## The Environment

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



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

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.



Using everyday items as resources and objects of reference.



## Environmental Strategies

Say the child's name first before an instruction.



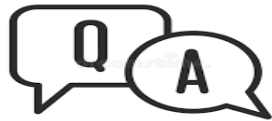
Encouraging use of home languages where appropriate.



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.



Language Matters



Use the language of choice.



## Language and Communication Strategies

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



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



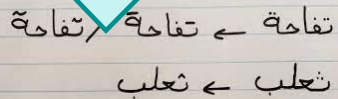
Display **key vocabulary** for particular subjects in both English (with pictures) and, where possible, the child's first language.



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



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



Carry out **baseline assessments**. Establish **English Proficiency**.

## Curriculum Access



Use of **graphic organisers**, writing frames, flash cards.



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

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



**Pre - teaching** vocabulary and specific information.

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



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



## Curriculum Access Strategies

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**.



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

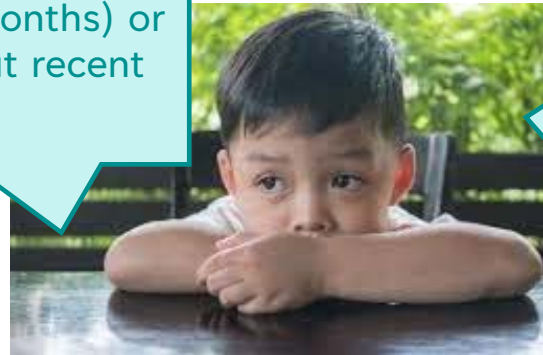


## Self esteem and Confidence

**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.



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**.



What is **pupil voice** telling us?



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



Provide a range of **brainstem calming activities**



## Wellbeing and Regulation Strategies



## 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

Consider creating a parents room – culturally diverse newspapers, magazines etc

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