



Hampshire Ethnic Minority & Traveller Achievement Service



Equality, Excellence, Diversity

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14 – 19 guidance for young bilingual people, their families and school and college staff

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Contents

Aims	2
Foreword	2
Checklist for young people	6
Case Studies	8
Case Study 1	8
Case Study 2	12
College and university entry requirements	14
A guide to qualifications in the English education system and what they mean.....	14
Alternative qualifications in English offered at colleges in Hampshire	16
Details of alternative examinations available in English.....	18
Glossary of Acronyms	20
Induction, placement, assessment	21
Induction process	21
Placement and assessment of newly arrived bilingual students in Key Stage 4 in Hampshire schools.....	23
Early Profiling Report.....	25
Nepali Self profiling	31
Welcome to Hampshire	33
An information guide for unaccompanied asylum seeking children	33
Link to 14-19	59
Resources	65

Aims

To support schools and colleges in ensuring that education provision meets the language and learning needs of young bilingual people aged 14-19 across ethnic groups

Foreword

Target audience: schools, colleges and services in Hampshire

At the time of moving into 14-19 provision it is appropriate to consider guidance for schools and colleges dealing with transition of bilingual learners from KS4-KS5 and admitting newly arrived potential students from overseas aged 16-19 and in some cases up to age 24.

There has been a significant increase in the ethnic minority population in Hampshire in recent years. Ethnic minority children and young people account for 6.2% of the school population in 2007, an increase of 1% in a year. This increase is likely to be reflected in admissions to Hampshire's colleges.

Admission, placement, induction and support are challenging when a bilingual learner arrives in Hampshire in KS4 and particularly so in Year 11. Ethnic minority 14-19 year olds come from a wide range of educational backgrounds. Some may have been born in the UK and have come through the English education system. Some new arrivals may have had gaps in education or very little education at all. Some may be expecting to study until they are 20. Some may have had to repeat years. Most will have high expectations shared by their families. All are at risk of underachievement.

Already there is an enormous variety of provision in Hampshire schools and colleges. There will be considerable opportunities within a coherent 14-19 framework. It is important that ethnic minority young people including bilingual learners have full access to the new framework and can achieve their full potential within Hampshire's schools and colleges.

In the development of the new framework it is important to ensure there are no barriers to participation. It is important to ensure that schools and colleges are fully familiar with the starting points of young people and:

- recognise that individuals' learning curve can be seamless between school and college
- realise that careers advice cannot be linked solely to predicted grades
- consider entry requirements that allow rather than preclude access
- realise that language development and academic development are interdependent entities
- plan lessons that integrate curriculum content learning and language learning
- realise that language development is not solely defined by the growth in grammar and vocabulary

If these principles are in place ethnic minority young people will have supported access to mainstream provision. In short the provision will reflect academic or vocational development needs as appropriate. The following chart shows some possible trajectories.

Student background			Outcomes	Next steps
KS3	Little or disrupted schooling	<ul style="list-style-type: none"> • Mainstream curriculum with peer and teacher support • Cross curricular language and literacy • After school clubs 	KS3 NC SATS	14-19 academic and/or vocational courses with support
KS3	Age appropriate schooling	<ul style="list-style-type: none"> • Mainstream curriculum with peer and teacher support • First language learning • After school clubs 	KS3 NC SATs	14-19 academic and/or vocational courses with support
KS4	Little or disrupted schooling	Mainstream curriculum options with support (core +choices) Cross curricular language and literacy After school clubs	Level 1 or 2 qualifications	14-19 academic and/or vocational courses with support
KS4	Age appropriate schooling	<ul style="list-style-type: none"> • Mainstream curriculum options (part of core double core/core +choices) • Cross curricular language and literacy • First language learning • After school clubs 	Level 1, 2 or 3 qualifications	14-19 academic and/or vocational courses with support
KS4	Recent arrivals	<ul style="list-style-type: none"> • Mainstream curriculum with support • ASDAN • Certificate of Achievement 	Level 1 or 2 qualifications	Further or Higher Education or employment
KS5	Little or disrupted schooling	<ul style="list-style-type: none"> • Dedicated EAL course eg basic skills (1 year) linked to academic and vocational subjects • Cross curricular language and literacy • First language learning 	Entry level 1 to 3 or Level 1 qualifications	Level 1 or 2 courses with support
KS5	Age appropriate schooling	<ul style="list-style-type: none"> • Mainstream academic or vocational courses with support • First language learning • Higher Education entry-academic language and literacies 	Level 1, 2 or 3 qualifications	Higher education

In the light of low numbers of ethnic minority students at Hampshire colleges until recently it is not surprising that school and college staff have sought appropriate separate qualifications. Quite rightly, school staff have focused on getting KS4 new arrivals into college. Quite rightly, college staff have focused on university entry requirements in English if they feel that students will not be able to achieve A levels or entry through B Tec if appropriate on their own and college staff cannot deal with bilingual learners at early stages of learning in English in their mainstream classes.

College and school staff have developed a number of initiatives which should ease the transition from KS4-5 or from overseas to Hampshire so that the learning curve does not have to be broken.

A survey of Hampshire school and college provision was carried out in Autumn 2007. There were responses from 15 secondary schools (2 N/A, 1 with a 6th form), 3 colleges and 3 special schools (1 N/A). Findings that emerged were:

- At both school and college level there is a range of support offered for participation in mainstream academic and vocational courses but there is a wider range offered at 14-16. The support strategies offered are shown later in this guidance.
- The majority of providers at 14-16 require no English language entry requirements for access to mainstream subjects. In one case Level 3 and in another Level 4 NC is required for GCSE/BTEC. All 16-18 providers have minimum entry requirements and/ or screen and place students. Assessment is by GCSEs or equivalent or by English test which in one college overrides GCSE English results. Assessment takes place at interview in one college.
- 14-16 providers do not offer specific courses to support bilingual learners. There are over 75 courses provided in one college and in one college there is a focus on International English Language Testing System (IELTS).

One college used to use an ‘in-house’ assessment/placement test for putting students on the appropriate level of IELTS but is now working with a neighbouring college to use a common assessment tool to ascertain ability to access courses. One college uses the Basic Skills Agency initial assessment questions, also discusses fee implications and advises on most suitable course(s) for students.

- There is a range of ways in which families learn about provision for bilingual learners aged 14-19. At school level: community conversation groups, referral by heads of year, admissions forms, careers co-ordinator liaison with two colleges including passing on of predicted grades and CATs scores, parents’ approach to school on individual basis when they move to an area.
- At college level: marketing materials available in different languages, conversion of course details available on website in Arabic, French, Dutch, Spanish, Chinese, Japanese, discussions at open evening and at interview, links between college ESOL co-ordinator and partnership schools’ EAL co-ordinators.

A North & East 14-19 network initiated by Farnborough 6th Form College provides a forum for school and college staff to meet to discuss issues eg

- look at college and university entry requirements
- The North & East 14-19 network is considering developing part-time ESOL courses for bilingual learners at KS4 so that they don't need to take a full-time ESOL course before starting mainstream academic and vocational courses at college.
- The North & East 14-19 network is considering offering deferred places to allow bilingual learners to complete their GCSEs at schools
- The North & East 14-19 network is considering alternative English qualifications at KS4 for college entry
- Hampshire North East Connexions and Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) are carrying out a survey in Rushmoor in 07-08 of ethnic minority young people's current situations, plans, Connexions or Next Steps interviews, transition arrangements and subsequent review and data analysis.

There is other developing provision elsewhere in the county

- Eastleigh College is running a full time roll-on/roll-off Skills for Life (ESOL) in 2007-2008 for 15 students. It is for students who would like to progress to a vocational or academic course in the future. The students include unaccompanied asylum seekers and refugees. There is an initial background profile and links with the nearest 6th form college on placement if appropriate. See case study below.
- It is hoped that Basingstoke schools and colleges will set up a similar network to Rushmoor's in 2008.
- Farnborough College of Technology (FCoT) also runs a full time ESOL plus numeracy and citizenship course.
- Staff working with Travellers have good links with colleges for individual placement
- EMTAS is starting to collect and analyse 14-19 LSC and NEET data-from October 2007

Checklist for young people

This is a checklist to help you move from school to college or to start college if you are already over 16. If you can't answer all the questions then there are suggestions for getting help at the end.

Do you know how education works in this country after the age of 16?

Do you know about the Talking Pen resource to help you make decisions about education aged 14-19?

Have you had a careers interview?

Do you know what the Connexions service does and how they can help you?

Do you know which colleges accept 16-19 year olds?

Do you know how to apply to college?

Do you know what courses are available to you at college?

Do you know what the entry requirements are for college?

Do you know what courses and/or support is available at college to help you develop your English alongside your other subjects?

Do you know if there are any entry requirements for English courses?

Do you know what happens if you do not obtain a place at your first choice of college?

Is there someone who speaks your language who has already moved on to college who could help you with your decisions?

If you are at school then your tutor can help you, for example:
-make an appointment with Connexions for a careers interview
-help you access the 14-19 prospectus
-help you use Talking Pen resource

Ethnic Minority and Traveller Achievement Service (EMTAS) can help you or your tutor with other queries. The number to ring is 01256-330195.

If you speak Nepali, Polish or Portuguese you can ring the phoneline to speak to someone in your own language.

Details of phone-lines

Nepali 1

Day: Wednesday 15.30 – 17.30

Location: alternating between OWLS Children's Centre (Farnborough) and The Connaught School (Aldershot)

Mobile: 07877739302

Nepali 2

Day: Friday 14.30 – 16.30

Location: EMTAS Base, Aldworth Science College (Basingstoke)

Telephone: 01256 330195

Polish 1

Day: Wednesday 14.30 – 16.30

Location: EMTAS Base, Aldworth Science College (Basingstoke)

Telephone: 01256 330195

Polish 2

Day: Thursday 14.30 – 16.30

Location: EMTAS Base (Havant Local Office)

Telephone: 02392 441523

Portuguese

Day: Friday 13.00 – 15.00

Location: EMTAS Base, Aldworth Science College (Basingstoke)

Telephone: 01256 330195

Case Studies

Case Study 1

The following case study is from one of the TEAL students' journals. TEAL (Teaching English as an additional language) is a specialist course at masters' level part funded by the TDA and run by Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS). The extract is about curriculum possibilities offered by a secondary school for bilingual learners, particularly new arrivals, at KS4.

Of the many possible curriculum models for newly arrived bilingual students in KS4 this extract focuses on three. All assume that students will for the majority of time attend mainstream lessons in the full range of subjects.

The first option, a mainstream timetable with in-class support, where students 'sink or swim', has until now been the only option in School V. The school endeavours to provide appropriate support through deployment of learning support colleagues, peripatetic bilingual assistants, and extra voluntary tutorials. Teachers have to consider in advance the language requirements of the lesson for bilingual students and aim to model effective use of vocabulary and structures.

Two clear advantages of this model are that bilingual students are from the start in lessons across the curriculum and can therefore begin to fill any gaps in their learning left when transferring between countries, education systems and schools; and that English-only speaking students generally benefit greatly from the increased language awareness in lessons, as topic words are made explicit and key phrases modelled.

Other strategies include using a wide variety of visuals, for example symbols, diagrams, models and photographs, as well as the use of videos, drama and ICT. Teachers may prepare simplified or highlighted texts and some may provide a list of keywords in advance of the lesson. Peers with the same language as a new arrival may be able to explain main points and concepts, though this must never be allowed to become a burden on the established student.

Difficulties with this model at school V include the limited bilingual assistant time available and the fact that many teachers feel ill-equipped to meet the needs of older students in the earlier stages of learning English. Further training and resource development is needed to enable all colleagues to feel confident in their ability adequately to support bilingual learners.

The second alternative is to offer an induction timetable during which students attend some mainstream classes and also a part-time course aimed at supporting a smoother transition into education in the UK and to learning through English. This would include introducing key language, concepts and skills from all subject areas and an introduction to the necessary study-skills for success at GCSE. Students would transfer after a period of time to a full mainstream timetable. A similar induction programme for Key Stage 3 has been run elsewhere with great success (DfES, 2007, pp 17-19).

Before offering an induction course the first requirement at School V would be joint preparation time for curriculum colleagues and EAL teachers for lesson planning and resource design. Schools should remember that students who have previously been in continuous education are likely already to have acquired a considerable amount of subject knowledge and in some areas may be ahead of their British peers (Stanton, 1999 p.15) This must be taken into account to ensure that individual students can build upon their prior learning.

The third approach is for bilingual students to spend on ‘option’ per week throughout KS4 in a language study and study support class, receiving additional guidance with coursework, exam skills and perhaps own language teaching. Schools should reflect carefully before placing students on such a programme as it inevitably entails withdrawal from another curriculum subject. This remains a supportive option for those needing additional assistance to access the full range of curriculum materials and may be an appropriate choice for students arriving late in Year 10 or Year 11, who over and above any language needs will have missed some GCSE course teaching.

A consideration for schools would be which mainstream subject to replace. This will be different for each student and timetabling would therefore need to be flexible. One assumption is that for students learning English, embarking upon another language at the same time would be inappropriate. Research has refuted this, showing that in fact the linguistic awareness of bilingual students makes them efficient learners of additional languages. (DfES, 2004, p. 9). With few exceptions, School V policy is that all bilingual students should study a language and recent exam results have shown this to be the right decision for most students. Equally, humanities subjects, while demanding high levels of literacy, are frequently highly relevant to new entrants, allowing them to draw upon perhaps first hand experience of the country, situation or religious practice studied. Schools must therefore guide students according to their strengths and be prepared to structure their timetables accordingly.

To support language development, students sharing a common first language could work together, using first language as appropriate to investigate further concepts or themes covered in mainstream classes. Schools should endeavour to identify appropriate persons who could, perhaps after training, offer first language literacy support to students and the opportunity to use first language in an education context as acknowledged in the DfES’s ‘Excellence and enjoyment’- the toolkit for bilingual children in the primary years (DfES 2006 p. 13)

Different curriculum models may be considered more suitable for students arriving at different stages of KS4, especially during Year 11 when rapid progress in English and curriculum learning is crucial. Individual students’ aspirations and future plans must be foremost when making KS4 decisions. While it is generally best to place students in age-appropriate classes (DfES 2005, p. 8) many students from other countries may not expect this and families sometimes request that a student arriving halfway through the Key Stage should start in the year below, allowing two full years for GCSE preparation. A more

long-term approach, however, would be for students to start their GCSE courses at school and continue at college.

The question of qualifications is another consideration for schools following the 'option' option. Should this option lead to accreditation, or should it exist as a study-support and language enrichment option with the sole aim of enhancing students' performance in other curriculum subjects? Raising achievement through effective support may well be seen to be sufficient justification for the course. The current emphasis on 'Contextual Value Added' student performance, demonstrating a school's impact on individual student attainment, and particularly the breakdown of these figures according to ethnicity, may increase interest from some schools in own language GCSEs. However, entering a student for any examination must depend upon his or her own ability and needs.

First language GCSEs are available in many though by no means all languages and the opportunities for advanced level qualifications are limited. English language qualifications for bilingual students exist but with numerous restrictions; the International GCSE English for EAL is available only overseas or to students in private sector schools; some awarding bodies require teachers to undertake additional training to gain centre accreditation; and other examinations sometimes taken by bilingual students are intended for British adults who have not previously achieved literacy qualifications, and are therefore of limited relevance to bilingual young people. Some courses focus on English for living in the UK rather than for educational purposes, while other more academic courses are aimed at students in sixth form colleges and universities.

When choosing qualifications, schools should consider whether the examination content is accessible; students may be disadvantaged by culturally Euro-or UK-centric papers if they have only recently moved to the UK. Schools should ascertain which qualifications are recognised by local colleges and universities and may even wish to make enquiries at centres of learning in the student's home country if his or her residency in the UK is likely to be short-term.

The choice of 'pathway' and appropriate qualifications will be different for each student. A 'one size fits all' approach is as inappropriate for bilingual students as it is for the English-speaking majority. A team of colleagues at School W works together in the first few weeks in order to get to know the student and to determine the best possible curriculum for him or her to follow.

The above research was presented to the school leadership team of School V in July 2007. Upon consideration of the options, the school leadership team abandoned plans to place most bilingual KS4 entrants in an EAL option for 3 hours per week, preferring to continue to integrate the majority of these students fully into the mainstream, providing additional and continuing support.

Having considered the various models, the school has delayed the implementation of the 'EAL pathway' originally timetabled to begin in September 2007, to allow for a period of further research, including the

opportunity to visit schools where similar models are working well, in order to begin in September 2008 a carefully planned, well-resourced and flexible course. During the school year 2007-2008, different models of in-class support will be piloted and students' and parents' views sought as to the most appropriate ways to meet the needs of bilingual students in the school.

The principal outcome of this research has been the increased awareness of senior colleagues at School V of the range of issues to be considered when planning for raised achievement of bilingual students. The work is on-going and the curriculum for newly arrived bilingual students in KS4 will need regular review to meet the needs of individual students in years to come.

References

- DfES (2004) *English as an additional language: induction training for teaching assistants in primary and secondary schools*. London: HMSO
- DfES (2005) *Aiming High*
- DfES (2006) *Excellence and Enjoyment: learning and teaching for bilingual children in the primary school*. London: HMSO
- DfES (2007) *New Arrivals Excellence Programme. Guidance*. London: DfES
- Stanton J (1999) Induction of newly arrived, older bilingual pupils in schools, *Language Issues* 11 (1)

Case Study 2

Another example from the college side of the KS4-5 transition is Eastleigh College's 'Skills for Life' course for fifteen students from ten nationalities. This is a year's course but very much a roll-on, roll-off one with applications through the year.

The course involves ESOL, Numeracy/Maths, ICT, Citizenship, vocational course tasters and the college's enrichment programme. It is linked with the part-time ESOL courses and runs at different levels including GCSE Maths. Students can be entered for IELTS (university entrance in English).

Course staff compile a detailed background profile of the student to ensure that participants are on the right course or at the right college. For the student the course provides ESOL, numeracy, maths, literacy, ICT, citizenship, access to counselling service, tutorials and leisure activities. ESOL, numeracy, maths, literacy and ICT are all at an appropriate level. Some of the ESOL is provided by in-filling existing Adult National Curriculum classes. Teaching support assistants are provided for mainstream classes.

This course provides a staging point between a small amount of time in secondary school aged 14-16 or arrival into the country at 16 plus and a vocational course at college where tutors may be apprehensive about enrolling students directly if their English is limited. How the college has endeavoured to build in flexibility for individual students is outlined here:

A mathematical language course caters for students:

- **who have obtained a C at GCSE maths but want to achieve a higher grade**
- **who are in the highest GCSE maths group but have Adult National Curriculum Level 1 in English**
- **who are bored in a foundation GCSE maths group but frustrated in a higher group**

In addition

- **all the maths classes take place on one day so that students can move to different groups**
- **college has split mathematical language into two groups with the lower level continuing with the course for a whole year and the higher group moving into a GCSE support group after the planned 6 months**
- **vocational courses have language support**
- **college takes account of interruptions to courses particularly if interruptions happen in another country**
- **college provides accredited courses linked to the adult national curriculum as required by Adult Learning Inspectorate (ALI) but also monitors by providing appropriate informal learning and checking impact on learners**
- **college will consider changing format of life skills course to meet needs of different individuals in subsequent years**
- **college has tried to obtain travel and other grants from Ethnic Minority Achievement Service (EMTAS), refugee action group, Ruth Hayman Trust, Adult Learning Grants**

- college has ensured that there are sets of course books in the library so that students don't have to purchase their own
- the entry requirement is that 'they don't speak English'
- college encourages 80% of students to do exams and enters students for Adult National Curriculum Level Entry 1
- college has tried to work with monolingual students who have been 'unsettled by the presence of a relatively large group of bilingual students', for example 5/6 out of a class of say 15. The monolingual students appear to be jealous of the high mathematical ability shown by the bilingual students and find it hard to believe that students from other countries can have better results than students coming through the English education system
- the complaints from monolingual students are expressed not as a direct complaint about bilingual students but in terms of noise in workshops and paradoxically reluctance of monolingual students to share their results openly and also answering questions before others have had chances to think about their own answers
- there is a recognition that equality and diversity and child protection systems need to be well embedded in college practices with induction for new staff.
- two students from the Skills For Life programme are on the college students committee and the co-ordinator is a college governor
- college reflects on cultural and religious needs. There is, for instance, a prayer room but during Ramadan no social place for Muslim students to meet each other without food
- the outcomes of the Skills for Life course can be measured qualitatively rather than quantitatively at the moment. The key outcome is integration across the college and a marked increase in confidence. It may also account for a lessening of depression in the case of unaccompanied asylum seekers. In the case of mathematics, mathematically minded students can enjoy lessons without waiting for language; perhaps otherwise they would wait for ever
- the collaborative focus in classes allows students to explain concepts or language to their partners or groups and rehearse their thinking for themselves
- embedded language materials are available for science and health and social care, beauty, engineering and other vocational subjects as college recognises that a level 2 in ESOL on its own withers without use
- Cambridge International English Language Testing System (IELTS) is the pre-university course of choice. Staff have to stress its suitability for home as well as overseas students

It is vital that the careers service is involved and guidance is provided for students and their parents to understand the education system for post 16s as there is a tradition in many countries of education lasting until young people are nineteen or twenty and some are surprised by the break at sixteen.

College and university entry requirements

Target audience: Young people, families, schools, colleges and services

The following information is designed to help Year 9 students considering option choices but should also be useful for older new arrivals.

A guide to qualifications in the English education system and what they mean.

The National Qualifications Framework divides qualifications into 9 different levels. Young people can get information and advice from their tutors, subject teachers, careers co-ordinators and Connexions advisers. They may also be able to have an interpreter through their local Ethnic Minority Achievement Service if it is difficult to access all the information in English.

For students aged 14-19

There is a funded place for students up to the age of 25.

Where students have already gained qualifications from their country of origin, it is possible to have these 'converted' to UK qualifications through NARIC (<http://www.naric.org.uk>). There is a charge for this service.

Qualification Level	Level Indicators	Examples of qualifications at this level	Additional information for students arriving from overseas
Entry Level	Builds a basic level of knowledge, understanding and skills in a range of subjects	Entry 1, Entry 2 and Entry 3 in a range of areas including National Curriculum subjects, life skills, and skills for the world of work	
Level 1	Basic knowledge, understanding and skills and the ability to apply learning to everyday situations	All GCSE grades D-G ASDAN Level 1 certificates Basic and Key skills Level1 Vocationally Related Qualification (VRQ) Level 1 For example : OCR Nationals, BTEC Introductory, National Vocational Qualification (NVQ) Level 1	

Level 2	<p>Building knowledge and/or skills in relation to subject or sector areas; gaining ability to learning to a varied range of tasks.</p> <p><i>This is seen as the minimum level required by employers and is critical to going on to further study and higher skill levels</i></p>	All GCSE grades A*-C, basic and key skills Level 2, VRQ Level 2, graded examinations in Dance Speech and drama	<p>To gain entry to a 6th form college, students need a minimum of 2 GCSE passes at Grade D.</p> <p>However, this may vary depending on which course is applied for.</p>
Level 3	<p>Learning at this level involves in-depth knowledge, understanding and skills, and a higher level of application.</p> <p><i>Appropriate for people who want to go to university, r to further training or employment</i></p>	All GCE AS and A Levels, Advanced Extension Awards, Key skills Level 3, VRQ Level 3 , NVQ Level 3, music grades 6,7 and 8	<p>To gain entry to a university, students from overseas need either a grade C or above in GCSE English Language or IELTS at 6.5 or 7.0</p>
Levels 4-8	<p>Specialist learning involving high level of knowledge in a specific occupational role or study. Appropriate for people working or wishing to progress to specialised technical and professional roles and / or managing and developing others</p>	Certificates and Diplomas of Higher Education, Bachelor's degrees, postgraduate qualifications, professional qualifications, Foundation degrees, Higher National Certificates and Diplomas, key skills Levels 4 and 5, teaching qualifications stages 1, 2 and 3.	

Alternative qualifications in English offered at colleges in Hampshire

Many colleges have links with local schools. If a course is not listed below, it is advisable to contact the college to ask about pre-16 options.

College	Address	Information	Courses available
Alton College	Old Odiham Road, Alton, GU34 2LX	www.altoncollege.ac.uk	ESOL
Barton Peveril College	Chestnut Avenue, Eastleigh, SO50 5ZA.	www.barton-peveril.ac.uk	ESOL 14-19 via schools liaison
Brockenhurst College	Lyndhurst Road, Brockenhurst, SO42 7ZE	www.brock.ac.uk	ESOL IELTS 14-19 partnership with schools
Andover College	Charlton Road, Andover, SP10 1EJ A campus of Sharsholt College	www.cricklade.ac.uk	
Eastleigh College	Chestnut Avenue, Eastleigh, Hants	www.eastleigh.ac.uk	ESOL EAVP
Fareham College	Bishopsfield Road, Fareham, PO14 1NH	www.fareham.ac.uk	
Farnborough College of Technology	Boundary Road, Farnborough, GU14 6SB	www.farn-ct.ac.uk	ESOL IELTS
Havant College	New Road, Havant, PO9 1QL	www.havant.ac.uk	ESOL
Highbury College	Dovercourt Road, Portsmouth, PO6 2SA	www.highbury.ac.uk	ESOL Pre-16 courses
Itchen College	Middle Road, Bitterne, Southampton, SO19 7TB	www.itchen.ac.uk	ESOL IELTS

College	Address	Information	Courses available
Peter Symonds	Owens Road, Winchester, SO22 6RX	www.psc.ac.uk	
Portsmouth College	Tangier Road, Portsmouth, PO3 6PZ	www.portsmouth-college.ac.uk	ESOL IELTS
Queen Mary's College	Cliddesden Road, Basingstoke, RG21 3HF	www.qmc.ac.uk	ESOL IELTS
Southampton City College	St Mary Street, Southampton, SO14 1AR	www.southampton-city.ac.uk	ESOL IELTS
South Downs College	College Road, Waterlooville, PO7 8AA	www.southdowns.ac.uk	ESOL
Sparsholt College	Winchester, Hants.	www.sparsholt.ac.uk	N/A
St Vincent	Mill Lane, Gosport, PO12 4QA	www.stvincent.ac.uk	
Taunton's College	Hill Lane, Southampton, SO15 5RL	www.tauntons.ac.uk	ESOL IELTS
The Sixth Form, Farnborough	Prospect Road, Farnborough	www.farnboroughsfc.ac.uk	IELTS
Totton College	Junction Road, Totton, Southampton, SO40 3BU	www.totton.ac.uk	ESOL IELTS

Details of alternative examinations available in English

Examination	Board	Levels	S	L	R	W	Test	Where	When	Age	Comments
GESE	Trinity	1-12 Beginner to Advanced	*				*	Registered centres	Flexible	Any	One to one Interview
SKILLS FOR LIFE ESOL	Trinity	Entry 1,2,3 Level 1,2 (Adult ESOL Core Curriculum)	*	*	*	*	*	Registered centres	Flexible	Post 16	Can be done for Speaking only or all skills
ISE	Trinity		*	*	*	*	*	Registered centres	Flexible	Any	Can be done in conjunction with GESE
IELTS		At 'A' level standard	*	*	*	*	*	Registered centres	Frequent dates	Normally post 16	University entrance exam Gives a score
EAL/ESOL	ESB	Junior grades	*	*			*	Flexible	Flexible	KS1,2	Individual assessment within a group
EAL/ESOL	ESB	Senior grades	*	*			*	Flexible	Flexible	KS3,4	Individual assessment within a group
EAL/ESOL	ESB	Advanced Senior grades	*	*			*	Flexible	Flexible	Post 16	Individual assessment within a group
SFL ESOL	Cambridge	Entry 1,2,3 Level 1,2	*	*	*	*	*	Registered centres	Flexible	Post 16	
KET	Cambridge	Basic	*	*	*	*	*	Registered centres	Fixed dates	Any	
PET	Cambridge	Intermediate	*	*	*	*	*	Registered centres	Fixed dates	Any	
FCE	Cambridge	Upper Intermediate	*	*	*	*	*	Registered centres	Fixed dates	Any	
CAE	Cambridge	Advanced	*	*	*	*	*	Registered centres	Fixed dates	Any	

Examination	Board	Levels	S	L	R	W	Test	Where	When	Age	Comments
CPE	Cambridge	Very advanced	*	*	*	*	*	Registered centres	Fixed dates	Any	
IGCSE	Cambridge	GCSE standard	*	*	*	*	*	Registered centres	Fixed dates	14-16	Aimed at international students Available in English and a number of other languages
JET SET CELS and ESOL	AQA	QCA Step 1 to Level 8 NC	*	*	*	*	*	Registered centres	On demand	Any	Designed for candidates whose first language is not English
JET Foundation and JET 1	AQA	QCA Steps 1,2 for EAL	*	*	*	*	*	Registered centres	On demand	Any	As above Aimed at candidates ages 7-8 years
JET 2	AQA	QCA Level 1 (Threshold) EAL	*	*	*	*	*	Registered centres	On demand	Any	As above Aimed at candidates aged 9-10 years
JET 3	AQA	NC levels 2-8	*	*	*	*	*	Registered centres	On demand	Any	As above Aimed at candidates aged 11-12 years
JET 4	AQA	NC levels 2-8	*	*	*	*	*	Registered centres	On demand	Any	As above Aimed at candidates aged 12-13 years
TOEIC		Work context		*	*		*	Registered centres	Frequent dates	Usually post 16	Gives a score Multiple choice
English Next ESOL	City and Guilds		*	*	*	*	*	Registered centres	Flexible	Post 16	

Glossary of Acronyms

AQA	Assessment and Qualifications Alliance	IELTS	International English Language Testing System
CAE	Certificate in Advanced English	IGCSE	International General Certificate of Secondary Education
CELS	Certificate in English Language Skills	ISE	Integrated Skills Examination
CPE	Certificate of Proficiency in English	KET	Key English Test
EAL	English as an Additional Language	KS	Key Stage
EAVP	English for Academic and Vocational Purposes	NC	National Curriculum
ESB	English Speaking Board	PET	Preliminary English Test
ESOL	English for Speakers of other languages	QCA	Qualifications and Curriculum Authority
FCE	First certificate in English	SFL	Skills for Life
GESE	Graded Examinations in Spoken English	TOEIC	Test of English in International Communication

Induction, placement, assessment

Target audience: schools, colleges and services

Although geared at schools this guidance should also be useful for colleges. In both situations key actions are:

Helping student find a place, providing a welcome to school/college, gathering background information, helping student meet key people (buddy, key worker, tutor group, connexions PA) and learn school/college routines (orientation, action plan, timetable, student profile)

Induction process

Schools can help prepare themselves by considering an induction process that includes some or all of the following:

- an admissions interview with relevant key school staff, EMTAS service specialist teacher or bilingual assistant, student and parents to ascertain details of the students educational and family backgrounds, achievements and level of educational attainment in country of origin
- consideration of the student's career aspirations
- providing information on the British education system including exams and qualifications for the student and parents
- consideration of the most appropriate placement for the student in terms of year group – including consideration of coursework deadlines and possible modular exam dates. Wherever possible students should be placed in their correct year group according to their age. However, it may be considered appropriate for a student of Year 11 age to join Year 10 in order to have time to meet coursework deadlines and take the required modular exams. Schools should note that this may have funding implications if the student wishes to continue in education after 16 – currently the student will not be funded unless they have either been resident in the U.K. for 3 years or is an asylum seeker. These rules are subject to change so the student's key worker should check the current regulations on fee paying at 16-19 level when considering admission to a lower year group. The maturity of the student should also be considered when considering a lower year group - it may not be appropriate for some very mature Year 11s to be admitted to Year 10. Key workers should also be aware that some students will not be used to wearing uniform at school and that to have to start doing so at age 15 or 16 may be very difficult for them.
- the agreeing of a part-time timetable of carefully selected subjects during the induction period and the focus of 'free periods', staff available, rooms etc
- agreeing type/level of support – academic and pastoral. Use EMTAS personnel or advice
- informing the tutor/subject teachers that they will be receiving a new arrival and providing them with background information on the student
- an induction booklet for subject teachers giving examples of early activities to do with student
- an induction pack for new pupils. Possible contents include (bilingual) dictionary, planner, schools rules, maps and timetable

- using or establishing a regular buddy-system. Make sure buddies are briefed for the job, ie: show toilets, what to do at lunch, introduce to teachers etc. Also ensure that buddies are changed after a certain period of time to avoid one buddy becoming 'fed up' or overburdened, to give the new student the opportunity to build friendships with more than one buddy, and to give more students the good learning experience of buddying a new arrival.
- use of home school agreements, in first language if necessary
- use of regular home-school liaison with help of bilingual assistant to interpret if needed

Placement and assessment of newly arrived bilingual students in Key Stage 4 in Hampshire schools

Placement

Newly arrived bilingual students will benefit from being placed in groups with other students who can provide good models of spoken and written English. Bottom sets should be avoided. Newly arrived bilingual pupils should as far as possible be placed in sets according to their cognitive ability rather than their current level of English language acquisition. Please refer to the section on 'teaching and learning' for more information.

Placement of Year 11 students

Students arriving midway through Year 11 will need careful placement. They can either join Year 11 and produce their own 'Portfolio of Achievement' which could include entry level qualifications, e.g. ESOL and a GCSE in their home language; or join year 10 and attempt G.C.S.E./G.N.V.Q./Certificate of Achievement. However, note that post 16 funding is only free up to the age of 18 years for students who have been resident in the U.K. for 3 years, or who are asylum seekers. If the student leaves school a year later (at age 17) they may only have funding at college for a further year (until they are 18).

Colleges are unable to accept under 16s on a full-time basis. Students have to be 16 by 1st September. Because of challenges in providing a suitable Year 11 package it is tempting for schools to consider sending pupils of Year 11 age to college for intensive English courses if available. However, the case study in Appendix A shows how a school and Hampshire EMTAS Service worked together to provide a very successful outcome for one student.

If it is not possible for students to take an English language qualification at school it may be possible for them to attend a local college part-time with schools using part of the 'per capita' to fund adult classes. (See Appendix G & H for details of colleges in your area and the English courses that they offer).

Students may also be able to take a GCSE in their home language. See pages 18-19 for further details. It is useful to know that for other G.C.S.E.s that awarding bodies (AQA, Edexcel, OCR and WJEC) have agreed through the Joint Council for General Qualifications (JCGQ) that '*If a candidate whose first language is not English has been in the UK for less than 2 years at the time of the examination they will be permitted up to 25% additional time on application to the awarding body*'. (These rules are subject to change.) This is to give them time to use a bilingual dictionary during their exams. In order to qualify for the extra time candidates must have a dictionary – no bilingual dictionary, no extra time. Bilingual dictionaries (and therefore also extra time) are permitted in all subjects except English. The dictionaries used must provide only direct translations and not offer any additional explanation or examples. Electronic translators are not allowed. Hampshire Ethnic Minority Achievement Service has a wide selection of bilingual dictionaries available for loan and can advise schools on stockists of bilingual dictionaries for schools wishing to purchase their own copies.

Assessment

There is no single 'test' that schools can administer on admission to assess the new student. The assessment process needs to be ongoing and ideally initiated within the first two weeks of admission. This will enable a programme to be set up and appropriate learning targets put in place. Try for first language assessments where possible (contact EMTAS). It is good practice to review the progress and placement of the student at least termly.

The assessment of newly arrived bilingual KS4 students, and their placement in appropriate groups, requires a wide range of information to be considered. Information can be drawn from the EMTAS Service Early Profiling report, the admissions interview (with family or interpreter present) and Learning Support Assistants (LSA) under the guidance of the Special Needs Co-ordinator (SENCO). The observations of the class or subject teachers form part of the portfolio of assessment tools.

The main guidance for schools on assessment is set out in the QCA document *A Language in Common* (2000) which states that as far as possible students should be placed in groups according to their cognitive ability rather than their command of English.

The EMTAS service can usually provide a Bilingual Assistant to interpret at the admissions interview. However, it is not always possible for the EMTAS service to offer speakers of every language that may be needed. In this situation, schools may be able to use a family member or friend to interpret for them. It may be helpful to give the checklist overleaf to the person interpreting prior to the meeting and to discuss the information that needs to be gathered to help with the school's assessment of the student. This is an opportunity to collect together as much information, on the new student's educational experience and background, as possible. If no Bilingual Assistant, family member or friend is available to interpret at the meeting schools should contact the EMTAS service's Brokerage Service who will be able to suggest other agencies that may be able to provide interpreters for a fee.

If the student has limited skills in English and does not reach Level 1 of the National Curriculum then please refer to Appendix E for the QCA level descriptors in English for pre National Curriculum levels.

The Bilingual Assistant will be able to assess the student's literacy and numeracy skills in their first language. This will enable the school to begin to identify the most appropriate support strategies for the student.

Early Profiling Report

Early profiling important for 16-19 too. The more that is known about educational background and aspirations the easier it is to arrange provision. Hampshire EMTAS's early profiling is as follows:

Hampshire Ethnic Minority and Traveller Achievement Service



Aldworth Science College Site
Western Way, Basingstoke
Hampshire RG22 6HA
Tel: 01256 330195
Team Leader: Liz Statham
Service Manager: Naomi Gibbons

Early profiling report cover sheet

EMTAS Service observations of pupil's developing use of language across the curriculum ... to be incorporated into pupil's school record

SCHOOL:	AREA:	DfES NO:
PUPIL:	FIRST LANGUAGE:	
YEAR GROUP:	UPN:	
EMTAS STAFF:	DATE OF EMTAS VISIT(S):	

Included in this early profiling report: *(please tick)*

Initial Pupil Profile:

Early profiling report:

Observations made:

Annotated samples (if appropriate):

Please return this report to EMTAS office (see address above). Thank you.

Report will be filed and 1 copy will be sent to school.

Initial pupil profile

Pupil:		M/F:		Yr Gp:	
School:		Date of Birth:			
Parent/carers:		Date of admission:			
Country of origin:		Date of arrival in UK:			
Ethnic Code:		School contact:			
Religion:		EMAS Staff:			
Language(s) spoken:		Language(s) read/written:			
Previous schooling: eg nursery , continuous/interrupted, subjects studied, available evidence, attendance at community school?					
Other relevant background information: eg family, experiences, interests, health, diet					
Initial assessment in relation to NC levels or QCA Steps for EAL					
English: Speaking and Listening				Speaking: Step	
				NC level	
English: Reading				Listening: Step	
				NC level	
English: Writing				Step	
				NC level	
Any immediate concerns:					
Profile completed by:				Date:	
Class teacher:				Date:	

Observations made

Pupil:

L1:

EMAS
staff:

Date:

First language (L1)	English
listening/speaking	<i>Listening/speaking</i>
Reading	<i>Reading</i>
Writing	<i>Writing</i>
Maths	
Science	

EMTAS

Annotation sheet

Pupil:

Year Grp:

L1:

Date:

EMAS Staff:

What did the pupil write? How did the pupil write it?

What kind of writing eg list; letter; story? Alone or with others? Supported or unaided? What kind of support/prompts? How long did it take? First draft/final version?

Evidence of English as an additional language (EAL) progress and developmental features:

Evidence of NC English attainment:

Writing targets for the pupil:

EMTAS



BA/class-teacher feedback sheet

Target pupil(s):

Date:

Context: *Whole class*
1:1 in class

Group (in class)
1:1 outside class

Group (outside class)

Bilingual Assistant:

<i>Details from teacher:</i>	
<p><i>Purpose of bilingual support:</i></p> <p><input type="checkbox"/> assessment of prior knowledge</p> <p><input type="checkbox"/> assessment of work covered</p> <p><input type="checkbox"/> new input – concept, skills</p> <p><input type="checkbox"/> reinforcement</p> <p><input type="checkbox"/> other</p>	
<i>Activities</i>	
<i>Feedback from bilingual assistant:</i>	
<p><i>How pupils coped (with concepts, skills, working with others).</i></p> <p><i>Attitude</i></p>	
<i>Language use (L1, L2, vocabulary, syntax, fluency, style, oracy, literacy)</i>	
<i>Bilingual assistant comment</i>	
<i>Teacher comment or note for next session</i>	

Nepali Self profiling

Tell us about yourself (e-profiling has Nepali translation)

Full name:

Name you'd like to be known by:

Date of Birth:

Date of arrival in the UK:

Country you were born in:

Countries you've lived in:

Your family:

Parents / carers names

Who lives in the same house as you now?

Brothers/sisters names	Ages	Schools/ Place of work

Your languages

Which language can you write most fluently? _____

Tell us about your hobbies, your interests and what you like to do in your spare time.

What do you hope to achieve at theschool/college (eg Which subjects, or sports do you expect to do well in?)

Have you brought to England any school reports, records or exercise books from your previous school? Yes / No

What are your ambitions for the future? (eg What career would you like to have?)

Is there anything that worries you, e.g. about your future or about your new school?

Do you already know any students at the (school/college?)

YES / NO Name of student(s)

Culture / Religion

What would you like the school to know about your culture/religion? (e.g. the main festivals your family celebrate, anything you are not allowed to do / eat/ wear)

So that your teachers have a better understanding of what you can do, please spend 10-15 minutes writing in Nepali on **ONE** of these topics:-

1. Your favourite hobby or interest
2. The differences between your new school and the school you have just left
3. Your family
4. Your first impressions of Farnborough/England.
5. (a topic of your own choice)

Speaking	I am fluent in this language. I can understand and communicate in most situations, including in the classroom..	I can chat confidently with friends/ teacher/ other adults.	I can communicate in this language, but I need to think about the words.	I can say a few words or sentences.
Write the name of each language you can speak in a box below and tick (√)				
Language 1				
2				
3				
4				

Welcome to Hampshire

An information guide for unaccompanied asylum seeking children

The following is a booklet produced by Lisa Kalim, specialist teacher with EMTAS aimed at asylum seeking children . It contains information that could be useful for all 14 – 19 children and bilingual young people.

Welcome to Hampshire

An information guide for unaccompanied asylum seeking children

**Written by Lisa Kalim,
Specialist Teacher,
Hampshire Ethnic Minority Achievement Service**

April 2007



Contents

	Page
Welcome	2
Introduction	3
Claiming asylum	3-6
The asylum process	6-13
Your rights	13
Housing	14-15
Medical care	15-16
Education	16-23
Working in the U.K.	23-25
Sport & Recreation facilities	25-26
Contacting family and friends	26-27
The experiences of one UASC from Ethiopia	28-30
Useful contacts	31-37
Request for feedback	38-39

Welcome

Hampshire has been a welcoming place for people from all over the world for centuries. You've come to Hampshire because you've had to leave your family and friends in the country that you've grown up in.

We hope that everyone here in Hampshire will help you to make a new life and that you in turn can contribute to the future prosperity of our county. This booklet is part of the help and support available for you. Please tell me, your social worker and teachers at school or college if you find it useful and make some suggestions of your own for other young people who will read it after you.

A handwritten signature in black ink that reads "John Coughlan". The signature is written in a cursive style with a large initial 'J' and 'C'.

John Coughlan

Director of Children's Services

Introduction

If you are under 18 years old, have come to the United Kingdom (U.K.) without an adult and are seeking asylum you will be known as an unaccompanied asylum seeking child (UASC) or unaccompanied minor. This guide contains information that will help you to settle into your new life in the U.K. It includes information on:

- the asylum process
- your rights
- housing
- education
- health
- work
- contacting friends and family in your home country, including those that you have become separated from
- the experiences of one UASC from Ethiopia
- details of organisations that can help you

Claiming asylum

As an unaccompanied minor you need to apply for asylum in the same way as an adult. You may already have done this when you first arrived in the U.K. – if you spoke to an immigration officer at an airport, port, or at Waterloo railway station. If you claimed asylum at one of these places you will be known as a ‘port applicant’. If you did not speak to an immigration officer when you first arrived, perhaps because you arrived in the country illegally, you can still claim asylum later at one of the Immigration and Nationality Directorate’s (IND) Asylum Screening Units (part of The Home Office). The closest one to Hampshire is:

Lunar House,
40, Wellesley Road,
Croydon.
CR9 2BY.
Telephone: 0870 606 7766

If you claim asylum here you will be known as an ‘in country applicant’.

It is important to get legal advice quickly when claiming asylum. You may already have been allocated a solicitor through your social worker. If not, you can get one through the Children’s Panel of the Refugee Council:

Refugee Council,
Children's Advice and Support Service,
241-250 Ferndale Road,
London.
SW9 8BB.

Telephone: 0207582 4947

They will help you to contact a solicitor who will be able to help you with all aspects of your asylum claim throughout the whole asylum process. You will not have to pay for this legal advice.

Other organisations called One Stop Services also provide free advice and information for asylum seekers living in their areas. These have been set up by the government to provide asylum seekers and refugees with information about the asylum process and the support that is available for them. In Hampshire, you can contact Refugee Action in Southampton or Portsmouth:

Refugee Action,
53, Derby Road,
Southampton.
SO14 0DJ.
Telephone: 02380 248 130

Open from 10.00am – 12.00 midday and from 2.00 – 4.00pm. This is a 'drop in' service – you do not need an appointment.

Refugee Action,
Floor 3,
Venture Tower,
Fratton Road,
Portsmouth.
PO1 5DL. Telephone: 02392 297407

Open from 9.30am – 1.00pm and 2.00pm – 4.30pm. You need to phone first to make an appointment.

Refugee Action has access to interpreters who speak your language. Southampton also has another organisation called CLEAR that is not connected with the government and gives advice to asylum seekers and refugees:

CLEAR,
George Williams House,
Cranbury Place,
Southampton.
SO14 0LG.

Telephone: 02380 221111

The asylum process

In the past, the process of claiming asylum has sometimes taken up to three years to complete. However, the Home Office (the government department responsible for immigration) now aims to make an initial decision on 65% of all applications from unaccompanied minors within 2 months.

Stage 1: Claiming asylum

- When you claim asylum you will be asked for the following information: name, date of birth, nationality, family details and information on how you travelled to the U.K.
- You will be fingerprinted and photographed either on the day that you claim asylum or at a later date. This will be done in the presence of a responsible adult who does not work for the immigration department. This could be your social worker or solicitor.
- You will be given a questionnaire called ‘the Statement of Evidence Form (Minor)’, a Human Rights Form, and a letter asking you to return to the Asylum Screening Unit (see address on page 2) in one month with the two forms completed if you are an in country applicant. If you are a port applicant you will be asked to complete the same forms and post them to:

SEF(M) Asylum Co-ordination Unit,
P.O. Box 1234,
Croydon,
CR9 1ZX.

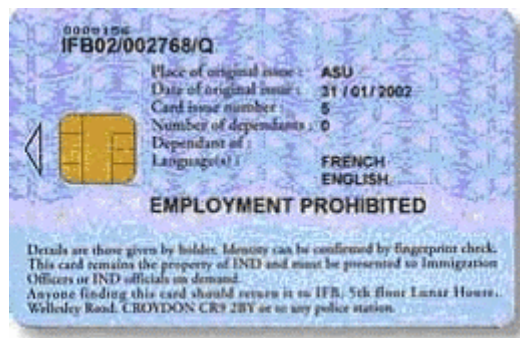
- The Home Office will produce an Application Registration Card (ARC) which confirms that your application has been made.
- Whilst the Home Office is considering your application you will be given permission to stay in the U.K. as an asylum seeker. When a decision has been made the Home Office will write to you.

Stage 2: Returning to the Asylum Screening Unit (in country applicants only)

- You will be asked to hand in your completed Statement of Evidence Form (Minor) and your Human Rights Form.
- You will be given your ARC Card. It will look like this:



(Front of card)



(Back of card)

Stage 3: The Home Office's decision

There are three decisions that the Home Office can make about your claim for asylum:

1. They may grant you refugee status. This means that you can stay in the U.K. for as long as you like.
2. They may refuse your claim for asylum but give you Exceptional Leave to Remain (ELR). This could be for humanitarian reasons or could be because the Home Office cannot be sure that you would be safe and looked after adequately by an adult if you were returned to your home country.
 - If you are granted ELR for humanitarian reasons the Home Office will tell you how long you may stay in the U.K. for. This is usually 4

years but may be less. Just before the end of the period of time given you may apply for indefinite leave to remain (the right to live in the U.K. for as long as you want). This is usually granted.

- If you are granted ELR because the Home Office is worried about your safety and arrangements for your care in your home country, what will happen will depend on your age when you are given ELR:
 - If you are under 14 years old you will be given 4 years exceptional leave to remain. At the end of this time you may apply for indefinite leave to remain in the same way as those granted ELR for humanitarian reasons.
 - If you are between 14 and 17 years old you will be given leave to remain until your 18th birthday. You will be expected to return to your home country shortly afterwards.

3. They may refuse your claim for asylum and not grant ELR because they are satisfied that you will be safe and looked after when you return home. You can appeal against this decision. You will be allowed to stay in the U.K. until the appeal is over.

Stage 4: Appeals

If you are not happy with the decision that the Home Office make you have the right to appeal against its decision.

If you are refused asylum you will be sent a 'Notice of Appeal' which needs to be returned to the Appeals Processing Centre, Lunar House, 40, Wellesley Road, Croydon, CR9 2BY within 10 days. Your solicitor will be able to advise you whether you have sufficient grounds for an appeal and what your chances of success are likely to be. He or she will also do the necessary paperwork for you and ensure that it reaches the Home Office in time.

There will then be two tribunals. You will be told the dates and times. Your solicitor will attend the first, you and your solicitor must attend the second. You will be informed of the decision by letter in approximately 2 weeks.

- If you win your appeal you will be granted refugee status. You may stay in the U.K. as long as you wish. You will be given travel documents and may travel to any country except the one you have claimed asylum from.

Later, you will be able to apply for British citizenship. Further details on how to do this are available from:

Immigration and Nationality Directorate
3rd Floor
India Buildings
Water Street
Liverpool L2 OQN.

Telephone number 0151 237 5200

- If you lose your appeal you will have to leave the U.K. at the end of your period of ELR. You can get help to return home from the International Organisation for Migration (IOM) at:

26 Westminster Palace Gardens
Artillery Row
London SW1P 1RR

Telephone (020) 7233 0001
Fax (020) 7233 3001

E-mail: varp@iomlondon.org

Website: www.iomlondon.org

The IOM is an independent organisation and is not part of the Home Office.

If you do not leave voluntarily you can be sent back to your home country by the Home Office.

Your rights

You have rights. Whilst your claim for asylum is being processed and afterwards if you are granted asylum you will be entitled to the following free of charge:

- A safe place to live and a responsible adult to look after you.
- Food, clothing and other items needed for general living, e.g. school/college equipment.
- Medical care if you need it. This includes access to all National Health Services (NHS) such as doctors, hospitals, dentists and opticians.
- An education at a local school or college.
- Free school meals.
- A university education if you meet the entry requirements on the same basis as British students (some fees may apply).
- The right to work in the U.K.

You also have the right to make a complaint if you are not happy with any of the services that you are receiving. For example, if there is a problem with your accommodation you can ask to move somewhere else.

Housing: a safe place to live

When you make your claim for asylum the Home Office will pass information about you to the local Social Care Department. This is the part of government responsible for looking after children who do not have an adult to look after them. The Social Care Department will find you a safe place to live and will organise access to the other things that you need to live in the U.K. They will allocate you a key worker who will be the person that you can talk to about anything to do with your everyday care. This is sometimes referred to as being 'looked after'.

You will probably be placed with a foster carer. This is a person who is paid by Hampshire to look after children who have no one to look after them. You will live as part of their family. Your foster carer will give you everything that you need such as food, clothing, toiletries, items for school/college etc. They will provide transport when you need to get from place to place or money to use the bus or train. They will also give you a weekly allowance which is a sum of money for you to spend as you wish. You should not be afraid to ask your foster carer if there is something that you need that they have not offered you – it is Hampshire that is paying for these things not your foster carer.

Your foster carer will have been told some background information about you such as which country you have come from, which languages you speak and your religion. This is so that they can make sure that you are given access to anything that you need that may be related to your cultural background. For example, you may not be able to eat certain foods, may need a certain style of clothing or wish to attend certain places of worship. If there is anything special that you need that has not been provided you should ask. Social Care Departments do, where possible, try to place children with families of a similar background but this is not always possible in Hampshire due to a lack of foster carers from different cultural backgrounds.

If you are unhappy in any way with where you are living you should first speak to your foster carer. If there is still a problem, speak to your key worker. You have the right to ask to move to another foster carer's family if you are really unhappy.

Medical care

You are entitled to any medical care that you may need through the NHS (National Health Service). You will not have to pay for this. The NHS provides public health care in the U.K. You have the same right to use the services it provides as any British citizen. Through the NHS you will have access to the following:

- A doctor (known as your G.P.) who you can consult about any medical problem. All conversations between you and your G.P. are confidential.
- Prescriptions for medicines that you need – your doctor will give you a 'prescription' (special piece of paper) which you take to a pharmacy to get the medicine you need. You will not have to pay for the medicine.
- A practice nurse for minor medical conditions/advice, including contraception and sexual health.
- Counselling/mental health services – a trained person to talk to if you have been through a traumatic experience in your home country, or to talk to about any other issues.
- A dentist.
- An optician – for free eye tests and glasses.
- Hospitals, including accident and emergency.

Your key worker or foster carer will be able to help you access these services. If you require an interpreter to go with you to a medical appointment, your key worker will be able to tell the services concerned to arrange this for you.

Education

You are entitled to attend school or college (depending on your age) free of charge until you are 19 years old. If you are granted refugee status this may be extended to age 21 or possibly beyond and cover a university education (some fees may apply).

You will attend a school or college local to where you live. You are entitled to the same education as other children of your age. There will be some differences between the education system in the U.K. and your home country. Some of these differences are explained here:

Schools

- School is compulsory for everyone aged between 5 and 16 years old in the U.K.
- After the age of 16 years you can choose to continue your education in a sixth form or college, but you can leave school if you want to.
- Schools for children aged 5 to 11 years are called primary schools. Sometimes there are separate schools for children aged 5 – 7 years called infant schools and for children aged 7-11 years called junior schools.
- Schools for students aged between 11 and 16 are called secondary schools. Some secondary schools have a ‘sixth form’ which means that they also have students aged between 16 and 18 years old.
- Most schools are for boys and girls but some take only girls or only boys (mostly secondary schools).
- Some schools are linked to a particular faith such as Catholic schools, Church of England schools.
- Most schools have a uniform.
- You will be placed in a year group according to your age not according to your past educational experience, how good you are at certain subjects or how well you speak English.
- Each year you will progress to the next year group, regardless of how well you have done academically. You cannot ‘fail the year’ in the U.K. There is no ‘repeating the year’ in the U.K.
- All schools teach the same subjects. This is called The National Curriculum.
- There are government exams in Year 9 in English, Maths and Science when most students are 14 years old.
- There are G.C.S.E. (General Certificate of Secondary Education) exams in Year 11 when most students are 16 years old. Most students take about

10 subjects. These qualifications are important as they will enable you to go on to college or will help you to get a job in the U.K. when you leave school.

Unfortunately bullying and racism do sometimes happen in schools in Hampshire. However, it is not acceptable behaviour and is taken very seriously. Bullying and racism can cause a lot of unhappiness. If it happens to you, you should report it to a teacher immediately. If the problem does not stop make sure that you let teachers know that there is still a problem. There are also organisations that you can talk to about bullying or racism:

- Childline: a free to call telephone helpline which is open 24 hours a day, every day. You can talk to a trained counsellor at any time about anything you want.
Telephone: 0800 1111
Website: www.childline.org.uk
- Kidscape: a telephone helpline that gives advice about bullying (you will have to pay for the call). Telephone: 020 7730 3300

Schools in the U.K. are required to hold a daily act of worship, sometimes known as 'collective worship'. This has to be 'broadly Christian' in nature. The act of worship can be part of 'assembly' time where either the whole school or part of the school, such as a year group meets together. It can also be held in the classroom by the classteacher (primary school) or form tutor (secondary school). If you prefer not to take part in this daily act of worship, perhaps because you follow a different religion, you have the right not to attend it. You should tell your classteacher or form tutor if you do not want to attend collective worship.

If you would like a quiet place to pray during school time either on your own or with a group of other students who share your religion, your school can provide you with a suitable room. This could be available throughout the year or just for a special period of time, e.g. Ramadan.

Your key worker will be able to tell you where places of worship are located in your local area if you would like to attend one outside of school hours.

Careers advice

There is an organisation called Connexions that specialises in providing careers advice and other advice on a range of issues affecting young people aged 13 to 19 (or up to 25 for people with disabilities). They employ personal advisers who can give advice on any issue that you may be faced with. You can find them in schools, colleges and information centres across Hampshire. Their website will tell you where the nearest information office to you is. It also has information sheets available on its website in the following languages: Bengali, Chinese, Kurdish, Nepalese, Polish, Punjabi, Somali and Urdu.

www.connexions-southcentral.org/local-connexions.htm

Further Education Colleges

Further Education Colleges run a wide variety of courses. Some are academic, leading to qualifications such as G.C.S.E. or A Levels, leading to future university places. Others are vocational (to do with skills needed to do a particular job such as car mechanics or hairdressing) such as N.V.Qs (National Vocational Qualifications) and G.N.V.Q.s (General National Vocational Qualifications). There are also courses to help you improve your English called E.S.O.L. (English for Speakers of Other Languages) courses. You can choose to do whichever courses you are interested in.

Courses can be full time or part time. It is possible to work part time and study at the same time.

Courses in most sixth forms and Further Education colleges are free if you have been granted refugee status or have ELR status. If you are an asylum seeker waiting to hear the Home Office's decision courses are free if you are between 16 and 18 years old. If you are older you may have to pay fees to study.

There are specialist organisations that can give you advice on further education:

- Refugees Education and Training Advisory Service (RETAS)
World University Service (UK),
14 Dufferin Street,
London.
EC1Y 8PD.
Telephone: 020 7426 5800
Advice Line: 020 7426 5801 (Tuesdays and Thursdays, 2.30 – 5pm)

RETAS provide help and advice to refugees and asylum seekers over the age of 18.

- Refugee Council, Training & Employment Section,
240 250 Ferndale Road,
London.
SW9 8BB.
Telephone: 020 7346 6700
Drop in: Monday to Friday, 10am -12 noon
Advice line: 020 7346 6760 (10.00am – 1.00pm, 2.00 – 4.00pm, Monday
to Friday).

Universities

When you reach the age of 18 years old you can apply for university or Higher Education. There is no upper age limit. You will need to meet the entry requirements. These will vary depending on the university and the type of course that you wish to do. Your sixth form or further education college will be able to tell you how to apply and what qualifications you will need. They will also be able to help you get information about the different universities that offer the course that you are interested in so that you can decide which ones to apply to.

If you have refugee status or ELR you will be treated the same as British students in terms of fees. If you were previously ‘looked after’ by a Social Care Department you will be supported financially by them.

Working in the U.K.

If you are an asylum seeker waiting for a decision on your claim you can work 6 months after making your claim as long as you are at least 13 years old, but you need a work permit. This must be applied for in person at the Home Office.

If you have been granted refugee status or ELR and are at least 13 years old, you have the right to work in the U.K. You do not need a work permit.

There are rules about how many hours you are allowed to work and when. These will apply to you if you are 16 years old or younger and still at school. The rules are to protect you and to ensure that your education does not suffer because of the number of hours or the times that you are working.

13-14 year olds

- You may work up to 12 hours a week during term time and up to 25 hours a week in school holidays.
- You may not work before 7.00am or after 7.00pm.
- You may only work for up to 2 hours on a school day. Only 1 hour of this can be before school.
- You may work for up to 5 hours on Saturdays.
- You may work for up to 2 hours on Sundays.
- You may work up to 5 hours a day during the school holidays, but must not exceed a weekly total of 25 hours.

15-16 year olds

- You may work up to 12 hours a week during term time and up to 35 hours a week in school holidays.
- You may not work before 7.00am or after 7.00pm.
- You may only work for up to 2 hours on a school day. Only 1 hour of this can be before school.
- You may work for up to 8 hours on Saturdays.
- You may work for up to 2 hours on Sundays.
- You may work up to 8 hours a day during the school holidays, but must not exceed a weekly total of 35 hours.

In the U.K. there is a minimum wage for workers aged 16 and over. Employers must not pay you less than this. This is currently £3.30 per hour for 16 and 17 year olds (rising to £3.40 from 1st October 2007) and £4.45 per hour for 18 to 21 year olds (rising to £4.60 from 1st October 2007).

Sport and Recreation facilities

There are many places in Hampshire where you can take part in sports activities or other recreational activities. Most larger towns and cities have recreation centres where you can go in your spare time. They are open at weekends and in the evenings as well as in the daytime. They offer activities such as swimming, football, tennis, badminton, squash, judo, yoga and many others. Many also have fully equipped gyms. You can find out where your nearest one is by asking your foster carer or key worker. Local telephone directories and yellow pages also contain details of sport and recreation centres. Look them up under

‘sports and recreation centres’ or ‘leisure centres’. There will be a charge for taking part in these activities.

Many areas of Hampshire also have youth clubs which you may like to attend in your spare time. They usually open during the evenings on certain days every week. They are run by youth workers who will organise some leisure activities as well as giving young people a place to socialise. Your foster carer or key worker will be able to help you find out where your nearest youth club is.

Contacting family and friends in your home country

Public telephones take coins or pre-paid phone cards. It is very expensive to phone abroad using coins in a pay phone. If you want to phone your home country it is cheaper to buy an international pre-paid phone card. You can buy these from many shops – look out for signs in the window.

You can send e-mails from some public phones, from internet cafes or free at public libraries.

Finding family members that you have become separated from

If you have lost contact with your family and would like to try and contact them, an organisation called The Red Cross can help. The Red Cross look for missing people. They can also get messages to people that are hard to reach because they are in refugee camps or in prison. You can contact them at:

British Red Cross Society,
International Welfare Department,
Family Reunion Section,
9 Grosvenor Crescent,
London.
SW1X 7EJ.

Telephone: 020 7235 5454

The experiences of one UASC from Ethiopia

I come from Ethiopia. I am 16 years old. My mum is Eritrean and my dad is Ethiopian. I am an only child. When I was 5 years old my mum was sent back to Eritrea because of a war between Ethiopia and Eritrea. I never saw her again. I lived with my dad and grandmother.

When I was 8 years old my dad disappeared. I think he was killed by the government because of his involvement in politics. I never found out what happened to him.

When I was 14 years old my grandmother died. I had no-one to look after me. The police questioned me about my father's political activities, threatened me and kept me in the police station for 5 days.

I decided that it was too dangerous to stay in Ethiopia especially as I had no one to look after me. My uncle said that if I sold my grandmother's house and gave him the money that he would arrange for me to go to England. I was really scared but felt that I didn't have any choice. I agreed.

I travelled to France on a false passport. Then I went in the back of a lorry with lots of other asylum seekers through the Channel Tunnel and into England. The lorry stopped in Winchester and we all got out. The lorry driver opened the back of the lorry, saw us all and called the police. I was taken to a police station. I was scared and didn't understand everything that was going on. The police were really nice to me, gave me food and drink, blankets and let me sleep in the police station the first night. They even checked what sort of food I ate – I told them I was Muslim and they made sure that they didn't give me anything I wasn't allowed to eat.

The next morning the police asked me some questions with the help of an interpreter who spoke to me on the phone. Later, the police arranged for an emergency social worker and interpreter to speak to me in person. I was too scared to ask questions and didn't know that I had any rights. The interpreter told me that I had rights but didn't really explain what they were. She reassured me.

The social worker arranged an emergency foster placement for me. I went to live with an English family. I had a check up at the doctor, dentist and optician. My foster carer bought me clothes and other things that I needed. I was too scared to ask for much as I thought that she was paying for the things herself but I later found out that she had been given the money by the government. I started at a local school and was shocked by the racism that I experienced.

My social worker found me a solicitor who dealt with my asylum claim for me. He explained what would happen. I was interviewed by an immigration officer with an interpreter. He filled out some forms and told me that it would be a long wait for a decision.

I wasn't very happy living with my foster carer and her family. She didn't understand my cultural background and wouldn't let me contact another UASC that I had met on the lorry and who had gone on to live in London. Later I was visited by a Human Rights worker for looked after children. He told me more about my rights, in particular that I had the right to ask to move foster carers and the right to contact my friend in London. He arranged for me to move foster carer. This meant moving to a new town and a new school too, but I was much happier even though there was also racism in my new school.

After about a year I received a letter refusing my claim for asylum. I decided to appeal. I saw two new solicitors including one from Ethiopia that my friend in London had used. I decided to use the Ethiopian solicitor. I won my appeal and now have the right to stay in the U.K. for as long as I want. I hope one day to be able to return to Ethiopia.

Useful contacts

Home Office IND/asylum claims related

Lunar House,
40, Wellesley Road,
Croydon.
CR9 2BY.
Telephone: 0870 606 7766

SEF(M) Asylum Co-ordination Unit,
P.O. Box 1234,
Croydon,
CR9 1ZX.

Appeals Processing Centre,
Lunar House,
40, Wellesley Road,
Croydon,
CR9 2BY

Citizenship enquiries

Immigration and Nationality Directorate
3rd Floor
India Buildings
Water Street
Liverpool L2 OQN.

Telephone number 0151 237 5200

Free legal advice/general advice on asylum related issues

Refugee Action,
53, Derby Road,
Southampton.
SO14 0DJ.
Telephone: 02380 248 130

Refugee Action,
Floor 3,
Venture Tower,
Fratton Road,
Portsmouth.
PO1 5DL.
Telephone: 02392 297407

CLEAR,
George Williams House,
Cranbury Place,
Southampton.
SO14 0LG.
Telephone: 02380 221111

Refugee Council,
Children's Advice and Support Service,
241-250 Ferndale Road,
London.
SW9 8BB.
Telephone: 0207582 4947

For help if you decide to return to your home country

The International Organisation for Migration (IOM)
26 Westminster Palace Gardens
Artillery Row
London SW1P 1RR
Telephone (020) 7233 0001
Fax (020) 7233 3001
E-mail varp@iomlondon.org
Website www.iomlondon.org

Telephone helplines – someone to talk to

Childline: Telephone: 0800 1111 (free)
Website: www.childline.org.uk
Kidscape: Telephone: 020 7730 3300

Cross cultural counselling services

Cross cultural counselling,
Hampshire Ethnic Minority Achievement Service,
Aldworth Science College,
Western Way,
Basingstoke.
RG22 6AH.

Telephone: 01256 330195

Help with school related issues

Hampshire Ethnic Minority Achievement Service,
Aldworth Science College,
Western Way,
Basingstoke.
RG22 6AH.

Telephone: 01256 330195

Careers advice/advice on general issues affecting young people

Connexions Direct Youth Advisory Service
General Enquiries: 08080013219
www.connexions-southcentral.org/local-connexions.htm

Advice on accessing further/higher education

Refugees Education and Training Advisory Service (RETAS)
World University Service (UK),
14 Dufferin Street,
London.
EC1Y 8PD.

Telephone: 020 7426 5800
Advice Line: 020 7426 5801 (Tuesdays and Thursdays, 2.30 – 5pm)
Refugee Council, Training & Employment Section,
240 250 Ferndale Road,
London.
SW9 8BB.

Telephone: 020 7346 6700
Drop in: Monday to Friday, 10am -12 noon
Advice line: 020 7346 6760 (10.00am – 1.00pm, 2.00 – 4.00pm, Monday to Friday).

If you have questions about your day to day care or any aspects of being an unaccompanied asylum seeking child/young person

Contact the person below who is closest to where you live.

Stephen Handforth,
Clarendon House,
Romsey Road,
Winchester.
SO22 5PW

Telephone: 01962 869611

Denise Roch,
Alton Family Centre,
Mill Lane,
Alton.
GU34 2SX

Telephone: 01420 546829

Sharon North,
X-perience Youth Centre,
Trinity Street,
Fareham.
PO16 7SJ.

Telephone: 01329 824080

Gill Horrobin,
Children's Services,
Southside Offices,
Trafalgar House,
The Castle,
Winchester.
SO23 8UG.

Telephone: 01962 847263

If you would like to contact local people/groups that share your cultural background

Eastleigh area: Contact Rajni Bali, Community Development Officer:
rajni.bali@eastleigh.gov.uk

Basingstoke area: Contact Islam Jalaita, Community Development Officer, at
Basingstoke Diversity Forum:
islam.jalaita@basingstoke.gov.uk

For help in finding family members

British Red Cross Society,
International Welfare Department,
Family Reunion Section,
9 Grosvenor Crescent,
London.
SW1X 7EJ.

Telephone: 020 7235 5454

Red Cross Winchester: Branch Headquarters,
Red Cross House,

Weeke,
Winchester.
SO22 5JD.

Telephone: 01962 865174 Fax: 01962 869721

Request for feedback

We hope that you have found the information in this booklet useful. It would be very helpful if you could let us know which parts of the booklet were the most useful and tell us if you have any suggestions about how we could make it more useful for other unaccompanied asylum seeking children that arrive in the U.K. after you.

Please write your comments in the spaces on the next page (use the back if you need more space) and send them to:

Hampshire Ethnic Minority Achievement Service,
Aldworth Science College,
Western Way,
Basingstoke.
RG22 6AH.

You can write in any language you like.

Thank you.

Things I found useful about the Welcome to Hampshire booklet:

Suggestions for making it more useful:

Any other comments you would like to make:

Your age:

Your home country:

Link to 14-19

The strategies from the Hampshire 2007 14-19 survey that can be drawn on are shown here:

Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) survey of provision in colleges and school sixth forms for young people for whom English is an additional language

Purpose: to include details in Hampshire 14-19 prospectus so that bilingual young people, their families and agencies working with them have information about and the young people themselves have access to appropriate provision.

Coverage: Schools and colleges providing for Hampshire Resident Learners

	14-16	16-19	Additional comments
What forms of support do you offer to learners for whom English is not their first language to participate in mainstream academic and vocational courses?	<ul style="list-style-type: none"> • LA bilingual support when available- up to 10 hours total (2) • LA specialist teacher; in-class support • Full staff INSET on strategies for new arrivals and Advanced Bilingual Learners (ABL) (2) • Assessed for special provision in GCSE courses • Advice/strategies for staff including early profiling circulated to relevant staff • in-class support/TA support in key NC subjects where possible (3) • Some withdrawal/1:1 (3) • Staff mentor • Language support • LSA support where appropriate (3)- settling in, timetable, planners, survival skills, buddy system • Counselling re appropriate option choices 	<ul style="list-style-type: none"> • In-class or out-of class additional support available to students on full time programmes dependent upon assessment and fee status eg 1:1 tuition (3) • Group EAL lessons • Access arrangements for exams • English tuition via IELTS (academic and vocational) 	<ul style="list-style-type: none"> • School aims to be as inclusive as possible whilst taking into account individual needs. We believe the students with EAL acquire English more effectively through the mainstream curriculum • Students at school are encouraged to take a GCSE and/or A-level in their own language as soon as possible • Most, but not all ESOL students, take IELTS. Some ESOL students do not need the extra 'support' nor the qualification. 20% in 07-08 are not receiving support. • Foundation IELTS has replaced the Cambridge PET course that was previously run.

	<ul style="list-style-type: none"> • Polish speaking English teacher helps 3 Polish speaking pupils • Bilingual dictionaries used, also in exams if/when available (2) • Extra time in exams if in country less than 2 years • Chinese teacher helps Chinese speaking pupils (mostly boarders) • Offered GCSEs in first language, early entry (2) • After school club • Induction booklet written by pupils from different ethnic backgrounds, supported by pupil mentor; study support sessions in learning resource centre, after school club with dedicated ESOL teacher, homework and support sessions after school with specialist support staff available for 1:1 work-all of which are ongoing and accommodate pupils throughout the year at whichever point they start. • Volunteer scheme for parent translators • Referral to LA, EMTAS/outside agencies (3) • Buying additional EMTAS time prior to external exams as necessary • All have severe or profound learning difficulties-signing, symbols and simple speech (English is L1 according to parents) – Special school 		
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	14-16	16-19	Additional comments
<p>What English Language entry requirements do you use for access to mainstream subjects at:</p> <ul style="list-style-type: none"> • GCSE • AS/A2 • Vocational Courses, eg BTEC/NVQ/CGLI • Other 	<ul style="list-style-type: none"> • No entry requirements-for GCSE or BTEC-operate an equal access policy for all subjects, inclusive approach; all pupils are entered for GCSEs regardless of level of English, each student is encouraged to try as many mainstream subjects as possible with appropriate support offered (4) • N/A (4) • Judged on an individual basis, on whether the student is able to complete the exam • English Level 3 SATs for GCSE/BTEC • Level 4 English • No formal policy: we try to enter everyone for everything but always talk to pupils and parents if there are issues 	<ul style="list-style-type: none"> • All courses have minimum entry criteria dependant on previous exam results or experience • All students screened in literacy and numeracy upon entry to new course within college • Students place on appropriate level IELTS course according to results of ‘in-house’ assessment/placement test. These tests override GCSE English results • For GCSE and level 2 courses: assessment at interview • For A level +level 3 courses: GCSE English grade C; where not taken an equivalent qualification plus assessment at interview 	

	14-16	16-19	Additional comments
<p>What courses do you provide specifically to support learners for whom English is not their first language? (Could you please provide details of the main course elements qualifications offered, levels, start dates and course duration.)</p> <p>We are interested in ESOL classes, induction courses (covering ESOL, numeracy, ICT, citizenship, study skills etc) and any other types of programme that you offer specifically for such learners.</p>	<ul style="list-style-type: none"> • None (8) • English in a flash started in Oct 07 for new arrivals to the country • Adult numeracy and literacy, adult national curriculum levels 1,2 and 3 as appropriate. • Bespoke support based on individual needs for heritage language GCSEs • After school club giving tuition in Nepali to 17 pupils 	<ul style="list-style-type: none"> • IELTS (Academic)from ‘foundation’ to ‘Proficiency’ level-2 terms. Start September each year. Usually examined at end of April. Lower level students take 2 years of IELTS. Offer re-sit class to Year 13. ESOL students taking Numeracy, ICT etc. treated exactly as native speakers (6th form). • N/A (6th form) • Presently providing over 75 courses for ESOL learners: <ul style="list-style-type: none"> • -discrete reading/writing/ • ESOL classes/groups on school site for adults/parents 	

	14-16	16-19	Additional comments
What entry requirements do you apply to the above courses?	<ul style="list-style-type: none"> • N/A (8) • New arrivals with EAL • Pupils must be on roll at school • Needs-led (2) 	<ul style="list-style-type: none"> • Students placed on appropriate level IELTS course according to results of 'in-house' assessment/placement test. These tests override GCSE English results • N/A • Assessment of language skills for all new ESOL students-based on Basic Skills agency initial assessment questions. Discuss fee implications and advise on most suitable course(s) for students 	

	14-16	16-19	Additional comments
How do you promote your ESOL related provision to new 14-19 arrivals to this country?	<ul style="list-style-type: none"> • We do not do this at the moment. We are involved in a number of conversation groups which we hope will ultimately be included in our SEN prospectus • Referred by Head of Year who assesses need • Not currently promoted • Where ESOL is noted on admission paperwork, EMTAS co-ordinator is alerted and will interview pupil and generally parents • There is a careers co-ordinator who liaises with the school liaison officer from the two colleges. Information is passed on to these colleges when bilingual learners are interviewed after their application has been completed. Predicted grades and CATS scores are passed to the colleges • Parents approach the school on an individual basis when they move into the area • Nothing currently promoted done due to no demand as yet/ N/A (7) • Part of SEN/inclusion policy 	<ul style="list-style-type: none"> • Marketing materials available in different languages • Conversion of course details available on website-Arabic, French, Dutch, Spanish, Chinese, Japanese • No publicity. Discussions at open evening and at interview • Not currently advertised in the course guide/on website. However promoted at open evenings, information evenings and to partnership schools via links between ESOL specialist and schools' EAL co-ordinators • We use three agents to promote study in the UK: Aspect, INTO and White House Guardianships. We formerly also used Cultural Homestay Europe (CHE). 	<ul style="list-style-type: none"> • Promotion in North and East particularly since network meetings between schools and colleges started July 2007

Resources

Gorard, S with Adnett, N, May, H, Slack K, Smith, E and Thomas, L (2007)
Overcoming the Barriers to Higher Education. Stoke on Trent: Trentham

Information from Hampshire County Council can be found at
www.myfutureinhampshire.com

