

Meeting of:	<b>Learning and Culture Scrutiny Committee</b>
Date of Meeting:	<b>Thursday, 06 October 2022</b>
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Education Update on the Syrian Resettlement Programme
Purpose of Report:	To provide Members with an update on the Syrian Resettlement Programme from an education perspective at a local level.
Report Owner:	Martine Coles, Vulnerable Groups Manager
Responsible Officer:	Paula Ham, Director of Learning & Skills
Elected Member and Officer Consultation:	<p>CIlr Rhiannon Birch</p> <p>Morwen Hudson, Head of Standards and Provision</p>
Policy Framework:	The recommendations of this report are within existing policy framework and a matter for Members consideration.
<p><b>Executive Summary:</b></p> <ul style="list-style-type: none"> <li>• The Vale of Glamorgan (VoG), like all Local Authorities (LAs), has a longstanding obligation to ensure that all children of school age receive a suitable and full-time education at school or otherwise, including those who are part of the Syrian Resettlement Programme (SRP).</li> <li>• The Vulnerable Groups Team provides support for pupils who speak English as an additional language and provides enhanced support for pupils in the SRP.</li> <li>• The Welsh Government (WG) funds the Team through the Minority Ethnic Achievement and Gypsy, Roma Traveller (MEAGRT) grant. The purpose of this funding is to support ethnic minority pupils.</li> </ul>	

## **Recommendations**

1. That Members reconsider the progress made in the education remit of SRP in the last 12 months.
2. That Scrutiny Committee (Learning and Culture) receives a further progress update report in 12 months as to ongoing delivery and support of pupils in the SRP and other pupils with refugee status.

## **Reasons for Recommendations**

1. The Council has legal obligations under the Education Act 2002 to ensure all pupils or statutory school age receive a suitable and full-time education either at school or otherwise.
2. To ensure that Members of the Scrutiny Committee continue to have oversight and awareness of ongoing expectations placed on the local authority regarding pupils in the SRP.

## **1. Background**

- 1.1 The principles of the MEAGRT are inclusion (both into school and the wider community), equity (remove barriers and improve life chances), removal of barriers to accessing the curriculum (including a focus on language acquisition), improving attendance, and engagement with pupils, families and communities. The principles of the MEAGRT, decide how the Vulnerable Groups Team (VGT) supports these pupils.
- 1.2 In January 2014, The Home Office launched the Syrian Resettlement Programme (SRP). Local authorities and community sponsor programmes have played a vital role in helping those who have arrived here to settle into a new life in the UK.
- 1.3 Before September 2021, under the Community Sponsorship Programme called Croeso Penarth, the Home Office resettled one family with three children. In September 2021, under the Community Sponsorship Programme called Croeso Cowbridge, the Home Office resettled one family with three children. In November 2021, under the Community Sponsorship Programme called Croeso Llantwit, the Home Office resettled one family with four children. In January 2022, under the Vale of Glamorgan SRP, the Home Office resettled one family with three children. All the pupils in the SRP, who had arrived since September 2021, had significant gaps in learning as they had not had access to education.
- 1.4 In academic year 2021 – 2022, there were forty-three children and young people in total, from the SRP residing in the Vale of Glamorgan. 37 Syrian pupils were school age, from Nursery to Year 11. Ten of these school age pupils arrived through Community Sponsorship Schemes. There were six young people accessing Post 16 education and training.
- 1.5 The Learning Support Assistants (LSAs) from the Vulnerable Groups Team provided language and literacy support to the pupils in schools. The LSAs worked

in partnership with schools and home to ensure home school communication was effective. The LSAs supported the schools to draft One Page Profiles (Appendix A) with the pupils and their parents to share with school staff. The Profiles were summaries of the pupil and their parents' views, wishes and feelings. The Profiles contained descriptions of the pupil's character, their gifts and talents, what was important to them and the best way to support them. The LSAs developed the Profiles with active involvement from the pupils to promote pupil voice.

- 1.6** In July 2022, the Vulnerable Groups Team launched Education Workshops for Parents to help parents from Syria and Afghanistan understand and become more involved in their children's education. The interpreters and multilingual Learning Support Assistants delivered the Workshops in the parents' home languages. The first workshop took place at Holton Primary School. It was an enormous success because parents said they felt included. The parents engaged and were interested to know how to support their children's learning in schools in Wales. The parents requested that the Education Workshops took place on a termly basis.
- 1.7** In July 2022, the Team re-assessed all targeted pupils in the SRP. The pupils made substantial progress in English language, reading accuracy and comprehension.

## **2. Key Issues for Consideration**

- 2.1** The pupils in the SRP make substantial progress and achieve outcomes in line with ability. Twelve of the thirty-seven pupils from the SRP have an identified Additional Learning Need (ALN), including two pupils who currently have statements of SEN and their statements of SEN. The Local Authority can convert these statements to an Individual Development Plan this term.

<b>Identified need</b>	<b>Number of pupils</b>
Autistic Spectrum (ASD)	1
Behaviour, Emotional and Social Difficulties (BESD)	6
General learning Difficulties (GLD)	3
Specific Language and Communication Difficulties (SLCD)	2

- 2.2** Sixteen pupils from Year 2 to Year 11 required extra targeted support. The Learning Support Assistants assessed all targeted pupils using the Welsh Government five stage model of English language acquisition. Stage one indicates New to English, so they are the beginning of learning English language. The other end of the scale is stage five, and this indicates that the pupils is Fluent. All targeted pupils made progress in acquisition of English language in line with ability. Even if was within one stage of language acquisition.

Key stage	Number of targeted pupils	Baseline EAL stage on arrival	EAL stage June 2022
Foundation Phase	1	Stage 1 New to English	Stage 2 Early Acquisition
2	1	Stage 1 New to English	Stage 4 Competent
3	3	Stage 1 New to English	Stage 1 New to English
3 and 4	5	Stage 1 New to English	Stage 2 Early Acquisition
3 and 4	6	Stage 1 New to English	Stage 3 Developing Competence

**2.3** In August 2022, there were three pupils from the SRP in Year 11. All three achieved GCSEs in line with their ability.

<b>Pupil one</b>	<b>Pupil two with ALN</b>	<b>Pupil three with ALN</b>
Arrived Yr 10 Sep 2019	Arrived in Yr 6 Sep 2016	Arrived in Yr 8 Sep 2018
Achieved the Level 2 (5 or more GCSEs A*-C)	Achieved the Level 2 (5 or more GCSEs A*-C)	Achieved the Level L1 (5 or more GCSEs Grades D-G)
Arabic A*	Arabic A*	
Art and Design C	English Language D	Art and Design (Art, Craft and Design) E
Design and Technology C	English Literature D (Year 10)	Edexcel Level 2 Certificate in Personal Social Care Pass
English Language D	Design and Technology (Product Design) E	English Language G
English Literature D (Year 10)	Geography E	Information and Technology G
Health and Social Care, and Childcare D	History D	Mathematics Foundation G
Mathematics B	Information and Technology C	NCFE ABQ Level 2 Certificate in Equality and Diversity Pass
Numeracy C (Year 10)	Numeracy E (Year 10)	Numeracy G (Year 10)
Religious Studies B	Religious Studies C	
Science Double Award CC	Science Double Award E F	
Welsh Bacallaureate Pass C	Welsh Bacallaureate National/Found Cashin P1 C	

- 2.4 A St Cyres School pupil, who started in Year 10, in September 2017, achieved A levels in Psychology, Biology, Chemistry and Textiles. The pupil has accepted a place to study Radiography at a university in England.
- 2.5 The pupils present with a range of complex social and emotional needs because of their experiences prior to arriving in the UK. These complex needs are more evident from their second year onwards. The social and emotional needs of the pupils were barriers to achievement.
- 2.6 It continues to be challenging to source matched, specialist, social and emotional support for the pupils and their families.

### **3. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?**

- 3.1 The Well-being of Future Generations Act 2015 (“the 2015 Act) requires the Council to think about the long-term impact of their decisions. This Act expects the Council to collaborate with people and communities to prevent persistent inequalities. Therefore, under this Act, the team works in partnership with other stakeholders to ensure that pupils in the SRP continue to be engaged with education, employment or training.
- 3.2 The Vulnerable Groups Team operate alongside schools and Careers Wales to ensure all pupils in the SRP access education and careers support.
- 3.3 The pupils in the SRP receive the universal offer from schools in terms of social emotional support using Trauma Informed Practice.
- 3.4 The Team assists young people in the SRP with the need to accelerate their learning, access training and gain employment.
- 3.5 The remit of the LA with pupils in the SRP is to raise the achievement for all pupils, whether they are from a black, Asian or ethnic minority background or not.

### **4. Climate Change and Nature Implications**

- 4.1 There is no climate change and nature implications arising from this report.

### **5. Resources and Legal Considerations**

#### **Financial**

- 5.1 The WG’s Minority Ethnic Achievement and Gypsy, Roma Traveller (MEAGRT) grant funds the Vulnerable Groups Team. This grant of £369,921 forms part of the WG Local Authority Education Grant.
- 5.2 Syrian pupils who attend school receive a one-off education tariff. It currently stands at £2,250 for pupils aged three to four years old and £4,500 for pupils aged between five and eighteen years old. In June 2022, Llantwit Major Comprehensive School received one-off education tariff of £9,000. These were

the one-off education tariffs funding the schools received in September 2022: St Cyres School (£9,000); Cowbridge Comprehensive School (£9,000); St Illtyd Primary School (£6,750); and Llansannor and Llanharry Church of Wales Primary School (£4,500).

**Employment**

- 5.3 The Vulnerable Groups Team support the pupils in the SRP.
- 5.4 The Team is on temporary contracts because the posts are grant funded.

**Legal (Including Equalities)**

- 5.5 The families will have to apply for settled status after they have been in the UK for five years.

**6. Background Papers**

None.

My One-Page Profile

**Pupil A**



What is important to me

- Watch football matches on tv
- Stay healthy and fit
- My family is very important to me
- My sister is my best friend
- Watching movies on my free time especially science fiction
- I like to learn more about anything related to technology
- To achieve my dream to be footballer

What people admire about me

- Responsible
- Think about others before himself
- Very kind and thoughtful
- Friendly
- Sociable
- Helpful, always offer his help to other pe ople
- Gentleman
- Hard working
- Very bright



How to support me

- I like to sit next to someone who willing to help me if I need help
- I like teachers to check if I need help during the lesson
- I don't mind being asked questions in the lesson, I like to challenge myself and try to answer
- To be given more time to finish my tasks or copy from the board

## Pupil B



### What is important to me

- My family is my everything
- Drawing is my favourite hobby ,I like drawing A nime
- I enjoy reading in my free time, especially Manga (Japanese comic books)
- I love Naruto character the most
- I want to learn everything and achieve well in my school
- It is important to me to watch Anime movies to learn how draw and listen I like listening to Japanese

### What people admire about me

- Friendly
- Responsible
- Kind and thoughtful
- Polite and well behaved
- Keeps herself busy
- Creative and imaginative
- Artistic
- Always willing to help



### How to support me

- I'm very quiet and shy so I prefer if the teachers come and ask me if I need support
- I like to sit in the middle, not in the corners of the classroom
- To sit next to one of my friends so I can ask for help
- Talk slowly to me a I'm still learning English





## My One-Page Profile

# Pupil C



### What is important to me

- My family is my everything
- I like to keep in touch with my friends in Jordan
- I keep my dad in my prayers
- To do my prayers everyday
- Swimming is my favourite sport
- I'm not a shy person
- I like to be in charge of everything

### What is important for me

- To achieve well in my GCSE
- To learn English Language quickly
- To have a quiet place to study
- To have some time to do reading, especially Islamic history books
- To have my free time for baking and knitting, helps me to relax



### What people admire about me

- I'm a leader
- I'm sociable
- Friendly
- Helpful, help my mum at home
- Responsible, can rely on me
- Determined, I know what I want

### How to support me

- I like the teachers to ask me if I need help.
- I won't put my hand up to ask for help.
- I'm not shy but not I'm not confident yet to speak English in front of everyone
- I struggle most with scientific subjects, I always appreciate any support during these subjects
- Short instructions much easier for me to understand
- I like to sit in the front
- I prefer to be sat next to someone I know

## My One-Page Profile

# Pupil D



## What is important to me

- My mum is the most important person in my life.
- I feel very fortunate to have my family . I enjoy spending my free time playing with my brother and chatting with my friends.
- I like to keep in touch with my friends in Jordan where I grew up.
- One day I want to travel the world and visit my country Syria.
- I like to stay active and I enjoy swimming the most
- I'm a cat lover

## What is important for me

- It is important for me to read Quran every day, it make me feel stronger.
- I want to learn English language very quickly, to understand my friends and know them even better
- I want to achieve well in school, I'm always ready to learn new things

## What people admire about me

- I'm very active and always playful
- My sense of humour
- Keen to learn
- Very sociable
- Always sees the good side of people
- Creative and artistic
- I make my friends laugh



## How to support me

- I prefer when people ask me using shorter questions, I find it hard to focus when people talk for a long time. I like to be given smaller tasks
- I need support in science the most
- I would the teachers to check if I understand during the lesson without draw pupils' attention to me
- I will put my hand up if I'm confident
- I don't like to be sat next to bad boys because it makes feel uncomfortable and I can't focus on my learning.