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**Diverse Groups of Learners**

* Asylum Seekers and Refugees
* Ethnic Minority Groups
* Looked After Children
* Pupil Premium
* Gypsy, Roma and Traveller
* EAL
* SEND

Use the information within this booklet as a reminder of what has been covered on your programme and ways in which you can further your knowledge and understanding of these groups of learners. This will be helpful in completing your tracker ‘Ensuring progress for all groups of learners’.

**Asylum Seekers/ Refugees**

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| **Definitions**  **Asylum seeker** An asylum seeker is an individual who is seeking international protection. In countries with individualised procedures, an asylum seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum seeker will ultimately be recognised as a refugee, but every refugee is initially an asylum seeker. **Refugee** A refugee is a person who has fled their country of origin and is unable or unwilling to return because of a well-founded fear of being persecuted because of their race, religion, nationality, membership of a particular social group or political opinion. Refugees are people who have had their asylum claims accepted by the UK government. They have the right to stay in the UK for up to 5 years. After that they can apply to stay in the UK indefinitely. <https://www.amnesty.org.au/refugee-and-an-asylum-seeker-difference/>    | **Suggested Reading*** Choudry, S., (2021) *Equitable Education* (chapter 7)
* Hamilton, P., (2021) *Diversity and Marginalisation* (chapter 9)
* Belfon, V. [Good Practice: Tell me what I need to know](http://tmwintk.realhistories.org.uk/uploads/pdfs/Good_Practice.pdf)
* Hodes, M. [The Mental Health of Detained Asylum Seeking Children](https://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=3&sid=c200f8ac-9429-4882-87a2-64e9862fa414%40sessionmgr4007)
* Kohli, R., K., S., [The Sound of Silence: Listening to what unaccompanied asylum seeking children say & do not say](https://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=5&sid=c7c831ba-d89e-456c-b0f1-b181a20d1333%40pdc-v-sessmgr04)
* Rutter, J., (2006) *Refugee children in the UK* (e-book available)
* Henry, D., (2020) *Young Refugees & Asylum Seekers: The Truth About Britain* (e-book available)

 **Children’s books** *The boy at the back of the class* by Onjali Q. Rauf *My name is not refugee* by Kate Milner *Lubna & Pebble* by Wendy Meddour  |
| **Video/ PowerPoint Content** Narrated PowerPoint (on Moodle) from John Williamson (Refugee Action York)  **Teachers’ TV:** [Refugee Kids](https://www.youtube.com/watch?v=rUofBJ6XYxI) [Seeking Asylum](https://www.youtube.com/watch?v=ELUj6cO3gWg)  | **Other Resources**  [UNICEF Policy Position: Access to Education for Refugee Children](https://downloads.unicef.org.uk/wp-content/uploads/2018/09/UNICEF-UK-POLICY-POSITION-England-2.pdf?_adal_sd=www.unicef.org.uk.1600430665159&_adal_ca=so%3DLive%26me%3Dorganic%26ca%3D(not%2520set)%26co%3D(not%2520set)%26ke%3D(not%2520set).1600430665159&_adal_cw=1600430137350.1600430665159&_adal_id=bba3df61-ea9a-46d2-a963-29ee4d1cc163.1600430137.2.1600430663.1600430137.5b574291-c5c1-4c35-b66d-1a703bb8f78a.1600430665159&_ga=2.214340119.1498120157.1600430137-1455102781.1600430137) [Refugee Action York (RAY) website](http://www.refugeeactionyork.org/) Also refer back to task completed within QTS5001M Diversity & Inclusion conference.   |

**Ethnic Minority Groups**

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| **Definition**  Terminology normally used in the UK to describe people of non-white descent. Please read the following (section 3) about use of terminology for minority ethnic groups and the move away from using BAME: <https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity#bame-and-bme>   | **Suggested Reading** * Choudry, S., (2021) *Equitable Education* (chapter 5)
* Belfon, V. [Good Practice: Tell me what I need to know](http://tmwintk.realhistories.org.uk/uploads/pdfs/Good_Practice.pdf)
* Dustmann, C., Machin, S., & Schonberg, U., (2010) [Ethnicity & Educational Achievement in Compulsory Schooling](https://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=5&sid=6dd80ce1-8eea-4cec-99f3-f00424552f7a%40pdc-v-sessmgr05)
* Agirdag, O., Van Houtte, M., & Van Avermaet, P., (2012) [Why does the ethic & socio-economic composition of schools influence Math achievement?](https://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=13&sid=6dd80ce1-8eea-4cec-99f3-f00424552f7a%40pdc-v-sessmgr05)
* Bhopal, K., (2014) [Race, rurality and representation: Black and minority ethnic mothers’ experiences of their children’s education in rural primary schools in England, UK](https://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=12&sid=ae7dcc3b-a013-49b6-b5fb-b5120537d713%40sessionmgr4008)
* Devine, D., Kenny, M., & Macneela, E., (2008) [Naming the ‘other’: children’s construction and experience of racisms in Irish primary schools](https://www-tandfonline-com.yorksj.idm.oclc.org/doi/pdf/10.1080/13613320802478879)
 |
| **Video/ PowerPoint Content**  Supporting BAME Pupils & Families PowerPoint by Laura Clarke, City of York Council (on Moodle)  | **Other**  [Ethnicity Facts & Figures -2011 Census information](https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest)  [BAMEed website](https://www.bameednetwork.com/resources/)  Refer back to Manjinder Jagdev’s input as part of QTS5001M Diversity & Inclusion conference.   |

**Looked After Children**

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| **Definition**  A **child** is **looked after** by a local authority if a court has granted a care order to place a **child** in care, or a council's **children's** services department has cared for the **child** for more than 24 hours. Children Act, 1989   | **Suggested Reading** * Hamilton, P., (2021) *Diversity and Marginalisation* (chapter 6)
* [Improving the attainment of looked after children in Primary Schools: Guidance for schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190244/01047-2009.pdf#:~:text=Improving%20the%20attainment%20of%20looked%20after%20children%20in,absent%20from%20school%20for%20extended%20periods%20of%20time.)
* Greig, A., et al (2008) [*Relationships & learning: a review & investigation of narrative coherence in looked after children in primary schools*](https://www-tandfonline-com.yorksj.idm.oclc.org/doi/pdf/10.1080/02667360701841189)
* Sugden, E., J., (2013) [*Looked after children: what supports them to learn?*](https://www-tandfonline-com.yorksj.idm.oclc.org/doi/pdf/10.1080/02667363.2013.846849)
* McClung, M., & Gayle, V., (2010) [*Exploring the care effects of multiple factors in the educational achievement of children looked after at home & away from home*](https://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=10&sid=e6a49e04-850b-4101-8b35-54a7f4d4e11f%40sessionmgr4008)
* Brewin, M., & Statham, J., (2011) [*Supporting the transition from primary school to secondary school for children who are Looked After*](https://www-tandfonline-com.yorksj.idm.oclc.org/doi/pdf/10.1080/02667363.2011.624301)

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| **Video/ PowerPoint**  PowerPoint presentation (on Moodle) by Karron Young, Headteacher of the Virtual School for Looked after Children   | **Other Resources** [Outcomes for Looked After Children](https://www.gov.uk/government/statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england-2019-to-2020)  [Outcomes for Looked After Children](https://www.equalityhumanrights.com/en/gypsies-and-travellers-simple-solutions-living-together/gypsies-and-travellers-research-reports%22%20%EF%BF%BDHYPERLINK%20%22https%3A/assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/884758/CLA_Outcomes_Main_Text_2019.pdf)   |

**Pupil Premium**

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| **Definition**  Schools get pupil premium funding based on the number of pupils they have in January each year from the following groups: **Free school meals -** Schools get £1,385 for every primary age pupil who claims free school meals, or who has claimed free school meals in the last 6 years. **Looked-after and previously looked-after children -** Schools get £2,410 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.  **Service Premium (a different category but worth knowing about)** * Schools get £320 for every pupil with a parent who:
* is serving in HM Forces
* has retired on a pension from the Ministry of Defence
* This funding is to help with pastoral support.

*\*2022-23 figures*   | **Activity**  **Background -** Every year, the DfE publish a shortlist of schools what are identified as promoting best practice for Pupil Premium  [DfE shortlist](https://www.gov.uk/government/news/pupil-premium-awards-finalists-announced).   **Task** - Identify 2-3 schools from this list. Visit their website and read the school’s Pupil Premium Report. Work out why they have been shortlisted; what are they doing with their PP budget to make a difference.    Also see SOL tasks on Pupil Premium (4 activities) set for you as part of QTS5001M.   |
| **Video Content**  [Basic Facts about Pupil Premium](https://www.youtube.com/watch?v=y34yArUpiVM&app=desktop)  [How to make the best use of pupil premium funding](https://www.youtube.com/watch?v=Unf1lQvVTgU&app=desktop)  | **Suggested Reading**  * Choudry, S., (2021) *Equitable Education* (chapter 2)

 * [EEF Guide to Pupil Premium](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf)

 * [DfE Pupil Premium Policy Paper](https://www.gov.uk/government/publications/pupil-premium)

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**Gypsy, Roma and Traveller Communities**

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| **Definition**  Groups covered by this generic term: * English & Welsh Gypsies
* Irish & Scottish Travellers
* Showmen (fairground people)
* Circus people
* Bargees (occupational boat dwellers)
* New Travellers

 The term Gypsy, Roma and Traveller is a collective term used to describe a wide variety of cultural and ethnic groups. There are many ways in which ethnicity may be established: these include language, nomadic way of life, and crucially, self-identification. Defining a person as a Gypsy, Roma or Traveller is a matter of self-ascription and does not exclude those who are living in houses. *(NATT)* Also see section 2 of the following document: <https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity#bame-and-bme>  | **Suggested Reading** * Choudry, S., (2021) *Equitable Education* (chapter 6)
* Hamilton, P., (2021) *Diversity and Marginalisation* (chapter 10)
* [Building Futures: Developing Trust: A focus on provision for children from Gypsy, Roma & Traveller backgrounds in EYFS](https://www.foundationyears.org.uk/wp-content/uploads/2011/10/Developing_Trust.pdf)
* [From Segregation to Inclusion: Roma pupils in the UK](https://www.researchgate.net/publication/318323012_From_Segregation_to_Inclusion_Roma_pupils_in_the_United_Kingdom)
* [Improving the Outcomes for Gypsy, Roma & Traveller Pupils: Final Report](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181669/DFE-RR043.pdf)
* [Progress Report on Tackling Inequalities experienced by Gypsies & Travellers](https://www.gov.uk/government/publications/reducing-inequalities-for-gypsies-and-travellers-progress-report)
* Bhopal, K., (2011) [*This is a school, it’s not a site: teachers’ attitudes towards Gypsy & Traveller pupils in schools in England*](https://bera-journals-onlinelibrary-wiley-com.yorksj.idm.oclc.org/doi/pdf/10.1080/01411921003786561)
* Bhopal, K., & Myers, M., (2009) [*Gypsy, Roma & Traveller pupils in schools in the UK: inclusion and good practice*](https://www-tandfonline-com.yorksj.idm.oclc.org/doi/pdf/10.1080/13603110701748403)
* Lloyd, G., & Stead, J., (2001) [*Name Calling & the Experiences of Travellers in School*](https://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=16&sid=6dd80ce1-8eea-4cec-99f3-f00424552f7a%40pdc-v-sessmgr05)
* Boyle, A., Flynn, M., & Hanafin, J., (2020) [*Optimism despite disappointment: Irish traveller parents’ reports of their own school experiences & their views on education*](https://www-tandfonline-com.yorksj.idm.oclc.org/doi/epub/10.1080/13603116.2018.1530805?needAccess=true)
 |
| **Video Content**  [Teachers’ Tv: Traveller Girl](https://www.youtube.com/watch?v=eqjfmarIMik)  | **Other Resources** Refer back to Violet Canon’s input as part of QTS5001M Diversity & Inclusion conference  [EHRC Report: Inequalities Experienced by Gypsy and Traveller Communities](https://www.equalityhumanrights.com/en/gypsies-and-travellers-simple-solutions-living-together/gypsies-and-travellers-research-reports)  [York Travellers Trust (YTT)](https://ytt.org.uk/)   |

**English as an Additional Language (EAL)**

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| **Definition**  Who are ‘EAL Learners’?  * Advanced bilingual learners – learners who are second and third generation members of settled minority communities
* Pupils new to English – learners who are recent arrivals and new to English, some of whom have no experience of schooling and others who are already literate in their first language
* Asylum seekers and refugees – learners whose education has been disrupted because of war and other traumatic experiences
* Isolated learners – learners who are in school setting with little prior experience of bilingual pupils
* Sojourners – learners whose parents are working and studying and in England for short periods of time.

(Conteh 2019)   | **Suggested Reading** * Choudry, S., (2021) *Equitable Education* (chapter 4)
* Hamilton, P., (2021) *Diversity and Marginalisation* (chapter 9)
* Baker, C., (2011) *Foundations of bilingual education and bilingualism,* Bristol: Multilingual Matters
* Conteh, J., (2019) *The EAL Teaching Book: Promoting Success for Multilingual Learners in Primary and Secondary Schools,* Learning Matters/ Sage.
* Conteh, J., (2003) *Succeeding in Diversity: Culture, Language and Learning in Primary Classrooms,* Trentham Books.
* Leung, C., (2001) *English as an additional language: language and literacy development,* Royston: UKRA
* Strand, S & Hessel, A., (2018) *English as an additional language, proficiency in English and pupils’ educational achievement.* Available from <https://www.bell-foundation.org.uk/wp-content/uploads/2018/10/EAL-PIE-and-Educational-Achievement-Report-2018-FV.pdf>
 |
| **Video Content/ PowerPoints**  EAL – A Practitioner’s Guide (Narrated Ppt – On Moodle) [EAL – Putting the Research into Context – Dr Clare Cunningham](https://web.microsoftstream.com/video/8127ced8-4662-4696-8520-e5dc8c0e9dee?referrer=https:%2F%2Fmoodle.yorksj.ac.uk%2Fcourse%2Fview.php%3Fid%3D23516)  | **Other Resources** Refer back to EAL workshop in QTS5001M  The Bell Foundation website <https://www.bell-foundation.org.uk/> & ‘Great Ideas’ [Great Ideas - The Bell Foundation (bell-foundation.org.uk)](https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/)  |



