

Contents

| | |
|---|----|
| Introduction | 1 |
| Characteristics of a Successful School | 2 |
| Terminology | 3 |
| The Devon Context | 5 |
| The Initial Meeting - What the School Needs to Know | 6 |
| The Initial Meeting - What Parents Need to Know | 7 |
| Making Parents Feel Welcome | 8 |
| Creating a Welcoming and Secure Environment | 9 |
| How might the Pupil in your Class Feel? | 10 |
| Survival Language | 11 |
| Pictures to use for Survival Language Cards | 12 |
| The First Few Days | 13 |
| Early Vocabulary | 14 |
| Early Activities | 15 |
| Early Topic Areas | 16 |
| Appendices | |
| The Early Stages of Learning English | 18 |
| Bilingual Children - What the Research Tells Us | 19 |
| Reference books for Teachers | 20 |
| Suppliers | 22 |
| Ethnic Codes | 23 |
| Referral Form | 24 |

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design & production **DEVON LEARNING RESOURCES**

Introduction

This booklet will provide information and practical help for the class teacher or subject teacher and other school staff when a pupil arrives with little or no English.

Working with a pupil with English as an Additional Language (EAL) is a rewarding experience which will enhance and enrich your setting.

The *English as an Additional Language Service* can be contacted at:

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Website address: www.devon.gov.uk/eal/eals

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Minority Ethnic Curriculum Support Services – Hertfordshire County Council

Hounslow Language Service

Language Service for Bilingual Pupils – London Borough of Harrow

Language Support Services – Richmond on Thames

National Association for Language Development in the Curriculum (NALDIC)

Refugee Council

The tree poster on the front cover was designed and produced by parents of bilingual pupils in North Devon with support from the English as an Additional Language Service.

The following passage is taken from the document *Aiming High: Raising the Achievement of Minority Ethnic Pupils* (DfES 2003).

Characteristics of a successful school for raising achievement

- **Strong leadership:** The headteacher and senior managers must lead an effective strategy that is applied across the whole school.
- **High expectations:** Every pupil is expected and encouraged to achieve their potential by teachers and parents. These expectations are underpinned by the practical use of data to monitor the achievement of particular groups of pupils to pinpoint and tackle underperformance.
- **Effective teaching and learning:** Lessons are planned and delivered as effectively as possible, with support provided for bilingual pupils, and teachers are able to reflect the cultures and identities of the communities represented in the school in their lessons.
- **Ethos of respect, with a clear approach to racism and bad behaviour:** There is a strong ethos and culture of mutual respect where pupils are able to have their voices heard. There are clear and consistent approaches to bad behaviour, bullying and tackling racism across the whole school with a focus on prevention.
- **Parental involvement:** Parents and the wider community are positively encouraged to play a full part in the life and development of the school.

There is no 'pick and mix' option. An effective school will seek to develop all these characteristics.

The English as an Additional Language Service can work with schools to achieve this.

Terminology

Here are some useful terms:

English as an Additional Language – This acknowledges that there are pupils who regularly use one or more languages in addition to English.

Bilingual – “Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school – pupils who are living in and learning in English and one or more other languages. It does not necessarily imply full fluency in both languages.” (Aiming High, DfES 2003)

Ethnic Origin – A group has an ‘ethnic origin’ if it has a long shared history and a cultural tradition. Other relevant characteristics are a common geographical origin or descent from a small number of ancestors, a common language, a common religion and being a minority or in an oppressed or dominant group in a large community. Sikhs, Jews and Gypsies are examples of ethnic groups according to the courts.

Minority Ethnic (ME) – Use of this term is accepted and makes it clearer that it is not just the minorities, but also the majority that has an ‘ethnic’ identity. It is important to counter the idea that it is only the minorities who are ‘ethnic’.

It should be remembered that the concept of minority ethnic includes indigenous, white minorities who may experience discrimination as a result of religion or language.

Black and Minority Ethnic (BME) – This term is used to embrace people of minority ethnic groups who share a common experience of discrimination and disadvantage on account of their colour or racial origin. This term is inclusive of Arab, African-Caribbean, Asian, Chinese, Gypsies, Vietnamese and people of other minority ethnic origins. *Devon and Exeter Race Equality Council (DEREC) 2003*.

Black – This term is acceptable for people of African and Caribbean origin. Some Asian people are happy to be called ‘black’ and some are not. ‘Black and Asian’ is preferable (*DEREC 2003*).

Asian – This term should be used with care. People prefer to identify themselves by reference to their country, e.g. Indian, Pakistani and Bangladeshi; region, e.g. Bengali, Punjabi, or religion, e.g. Muslim, Hindu or Sikh. Younger people born in Britain may call themselves British or British Asians. If the country is not known, Asian or South Asian is acceptable (*DEREC 2003*).

People of Colour – A common term in the USA and becoming more usual here (*DEREC 2003*).

Refugee – “Someone who is forced to flee their own country, who escapes to another country and is given refugee status by the government there. To qualify for refugee status, the person has to prove that they cannot return home: owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.”

This quote is taken from the 1951 United Nations Convention Relating to the Status of Refugees.

What is the difference between a refugee and an asylum seeker?

The term ‘refugee’ is widely used to describe displaced people all over the world. In a legal context in the UK, a person is a refugee only when their asylum claim has been accepted by the Home Office. While a person is waiting for a decision on their claim, s/he is called an asylum seeker.

Asylum Seeker – “An asylum seeker is a person who has crossed an international border in search of safety; and refugee status, in another country.” (Rutter, 1998, Refugee Council.)

Language Brokerage – Within families, it is often the children who first acquire competence in a new language and therefore are frequently burdened with the role of translator and interpreter, often in complex situations such as medical or legal transactions. Language brokering children are not simply ‘bilingual informants’ but active agents within the complexity of a specialised social event. The term brokering focuses on the whole cultural meaning rather than just the translation and reflects the complexity of such an intercultural transaction. *Adapted from Wadensjo, in Hall (2002).**

Some words that were once acceptable no longer are. The following is a guide.

Coloured – An offensive term that should never be used.

Ethnics – A deeply offensive term that should never be used (DEREC 2003).

Immigrants – It is inaccurate to apply this generalisation to racial minorities in the UK, many of whom are British born.

Non-white – The term ‘non-white’ implies a negative value and should not be used.

*Hall, N. (2002) *Power and control in young children’s language brokering*. Paper presented at the Annual Conference of British Educational Research Association, Exeter University, 12-14 September.

The Devon Context

The DfES Form 7, 2002 Survey recorded 98,092 pupils of compulsory school age, 3,235 minority ethnic pupils, 748 pupils for whom English is an Additional Language. The number of minority ethnic pupils in Devon schools is increasing steadily.

Over 40 different languages are spoken by pupils in Devon schools.

Families represent a wide range of backgrounds and circumstances including:

- Hotel and catering businesses
- University students
- Hospital staff
- Various company employees
- Refugees and asylum seekers

Many families live in Exeter. However, a large number are scattered throughout the county, primarily in rural areas. A feature of Devon is the isolated bilingual learner. A single child may be the only representative of a particular language or ethnic background in a class or school.



The Initial Meeting – what the school needs to know

Correct name and pronunciation

Family background
What is parents'/carers' knowledge of English?

Religious and/or dietary requirements, dress code

Family background
Does family read & write in home language?

Previous schooling
At what age did pupil start schooling?

Family background
Are there other family members or friends living nearby?

Previous schooling
In UK or elsewhere?

Family background
Does pupil have older/younger siblings? Are they at home?

Pupil's first language
Does pupil read & write in home language?

The Initial Meeting – what parents need to know

(an interpreter may be useful)

Uniform

Consider pictures or photographs to show items being worn

Assembly

Explain parents' rights to withdraw their children from assemblies and religious education. Parents may want to know syllabus content

PE Kit

Be aware that school may need to make special changing arrangements

School times

including holidays

Consider making a book about your school.
Use photographs and symbols, e.g. clock face to denote time with minimal English

Lunch & break arrangements

Where do pupils pay?
What do they bring from home?

Reading books

Will a book come home?
What should parents do?
Can we keep the book?

Homework policy

Making parents feel welcome

Consider a home visit

Welcome sign in many languages

Remember that parents may have very different expectations of school and school life based on their experiences, e.g. some cultures 'hand over' their children to school and do not expect to be involved

Remember that parents may be reluctant to visit school because of shyness or reluctance to speak English

Explain letters verbally or use translations – some available at Redworth House

Encourage contact with other parents

Encourage involvement and participation in school activities

Some school information is available in other languages, e.g. Learning Journey booklets. Schools may want to consider translating or using an interpreter (there may be a family member or friend who could help)

Show parent/carers how supported play activities can provide opportunities to model, rehearse and extend language

Parents may want to be put in touch with ESOL (English for Speakers of Other Languages) providers, e.g. local colleges

Creating a Welcoming and Secure Environment

Remember – Good practice for pupils with English as an additional language is good practice for ALL.

- Place pupil in correct age group where appropriate.
- Place with other bilingual pupils if possible.
- Prepare class by telling them of background and language of new pupil.
- Display different languages and cultures, e.g. dual language texts (available from Devon Schools' Library Service).
- Use a buddy to look after pupil and show class and school routines.
- Speak instructions slowly and clearly. Avoid shouting.
- Group pupils with those who will provide good linguistic models.
- Give pupil time to answer questions.
- Provide labels of school equipment. (Use pictures/first language as appropriate.)
- Provide bilingual and picture dictionaries. (Available from Schools' Library Service, Mantra, Milet or Roy Yates.)
- Be tolerant of pupil's behaviour.
- Avoid stereotyping.
- Praise achievement.
- Welcome pupil's responses sensitively.
- Practical activities will allow newly arrived pupil to participate without the pressure to speak.
- Be aware that newly arrived pupil may have a silent period for a while.
- Allow pupil to use first language.
- Learn key phrases in child's language and teach greeting to class. (Parents or family friends may be able to help with this.)

How might the pupil in your class feel?

I'm lonely. I miss my friends.
I can't talk to anyone here

I don't understand what you're saying, but I nod to show I acknowledge you

I smile at you to show I respect you

It's rude to look at an adult

I'm scared to talk in English in case I say it wrong or people laugh at me

It was much stricter at my old school

I can't touch you

I'm used to eating with my family

I'm so tired

I feel angry

Please don't ask me to answer.
I don't know if I'm right

Why are you making me talk?
Writing is more important



Would it be helpful to discuss some of these issues with classmates? Perhaps they could suggest support strategies.

Survival Language

- These are the words and phrases which the pupil will need to learn as quickly as possible.

Hello

Yes

No

Thank you

Goodbye

I need the toilet

I like ...

I don't like ...

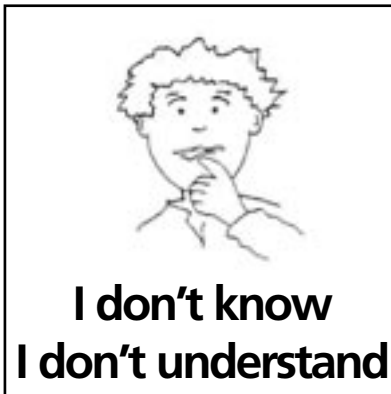
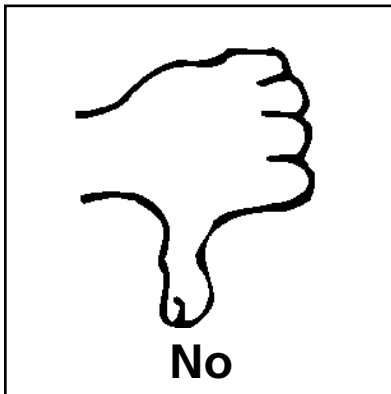
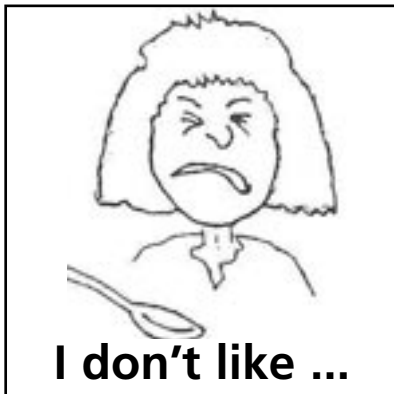
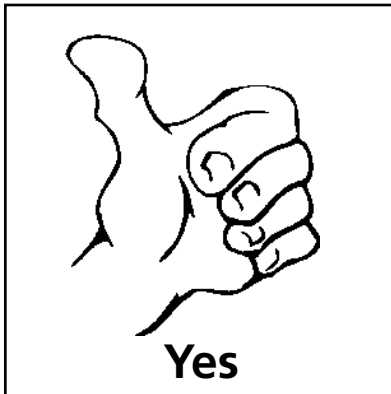
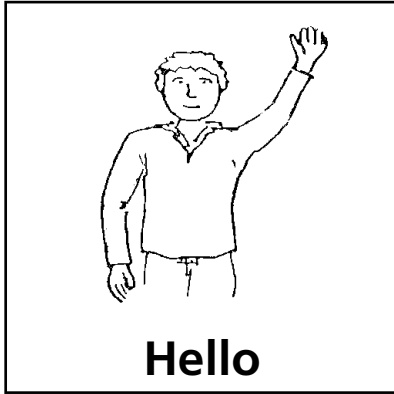
Where is the ...?

I don't understand

I don't feel well

- It may be useful to make them into cards with pictures and/or translations as appropriate. (Parents or family friends may be able to do the translation for you.)
- Gestures will also be very useful.

Pictures to use for Survival Language Cards

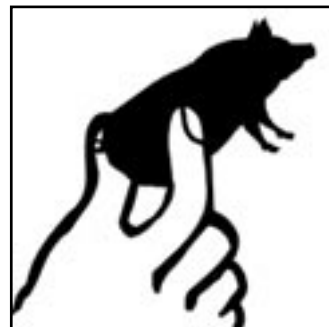
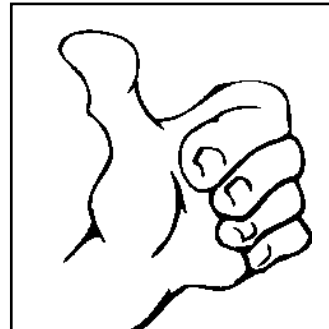


The First Few Days

At first, your newly arrived pupil will watch you and the other children in the class or group to understand what is going on. It is very important at this stage to make your communication as visual as possible.

Consider using:

- Facial expressions (possibly exaggerated)
- Actions (walk to the door to explain lining up)
- Gestures (thumbs up/thumbs down)
- Real objects (e.g. hold up a pencil if you want the pupils to use a pencil)
- Toy objects (find the farm or zoo animals when talking about animals)
- Pictures, photographs, maps, diagrams (these do not have to be beautifully produced. A quick sketch on a whiteboard while you are talking will aid understanding.)



Your newly arrived pupil will learn English best from the other pupils in your class. Take the pupil out of the class to work alone as little as possible. Instead sit the bilingual pupil next to a sympathetic, supportive pupil who will be a good language role model. The EAL Service will not provide you with English Language courses. It has been shown that this is not the most effective way of learning English.

Early Vocabulary

The early vocabulary bilingual pupils will need can be introduced successfully in the classroom. Some vocabulary will be acquired naturally. However, you will also need to introduce language in a structured way. At first your pupil will be listening and may be reluctant to respond for quite a while or may be happy to respond to his/her peers but not to you. Try to include opportunities for language to be modelled, e.g. answering the register, circle time.

After the first few days, consider vocabulary concerned with:

Greetings

Hello
Good morning / afternoon
Goodbye

Agreement/disagreement

Yes
No
I like...
I don't like...

Identifying objects/people

This is a...
It's a...
What's this?
Who's this?*

Physical characteristics/feelings

I'm happy / sad / hungry / thirsty / cold / hot
I've got black hair / blue eyes

Numbers

How many?
I've got 2 sisters
There are 4 boys

Possession

This is my pencil
I've got a car
Whose bag is this?

Where things are

Where's the book?
It's in / on / by / under / behind

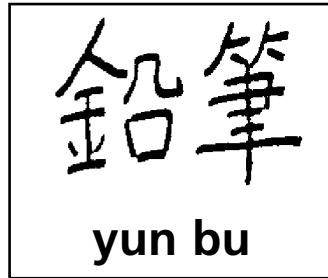
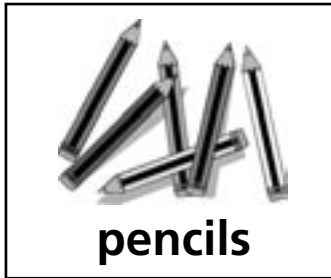
Actions

I'm reading / writing / running / walking / eating
What are you doing?

* Remember the new pupil will need to learn everyone's name and may need help with pronunciation.

Early Activities

Very early on your bilingual pupil will need to know where everything is in school. The pupil will need to know where to find items of classroom equipment – pens, pencils, rubbers, rulers, scissors, paper, etc. It will help if you can label the containers using pictures and/or use the pupil's first language if appropriate. Parents/ carers may be able to help you write labels or ask the EAL Service.



Your newly arrived pupil will also need to be able to get around school and should know the names of key members of staff. You may choose to let this happen gradually or you may choose to incorporate it into an early project about 'My New School'. A digital camera which produces photographs quickly will be very useful for this topic. The photographs can be made into a book by the bilingual pupil (He can work by himself or with a group of peers.) Alternatively the photos can be used as a basis for games and activities, e.g. snap, pelmanism, matching picture /name, before being made into a book which the pupil can take home to show parents/carers. The activities can be varied depending on the age of the pupil or his stage of English, e.g. using maps/diagrams/single word labels/sentence labels.

My teacher



Mr Jones

My teacher



**This is Ms Smith,
my teacher**

Administrator



**Mrs Singh is the
school administrator.
Her office is next to
the main door. She
works on Mondays,
Wednesdays,
Thursdays and
Fridays from 9
o'clock till 2.30.**

Early Topic Areas

Whenever possible the newly arrived pupil should be included in the work that is being done by the rest of the class. However, it will be necessary to consider his/her language needs and the vocabulary s/he will need to learn. Below are some topic areas you may want to consider for the early days. Hopefully some can be incorporated into existing plans so that the bilingual pupil can hear the vocabulary being modelled and does not feel excluded. Depending on the age and experience of the bilingual pupil, s/he may have experience of these topics in first language.

| | |
|---------------------|--|
| Myself | Personal details Family Feelings / Needs Home Clothes Food Parts of the body |
| School | The classroom The school environment People who work in school |
| Numeracy | Ordinal numbers Cardinal numbers Number words Shapes Sizes Money Time Computation |
| Other topics | Colours Animals Transport In the town / country Occupations Shopping Weather |

Appendices

- 1. The Early Stages of Learning English*
- 2. What the Research tells us*
- 3. Reference Books for Teachers*
- 4. Suppliers*
- 5. Ethnic Background Data Collection*
- 6. Referral Form*



The Early Stages of Learning English

This outline of the development of young children's learning of English as an additional language has been prepared by the National Association for Language Development in the Curriculum (NALDIC) to inform judgements made by educators in assessment contexts. It draws on research findings. The process should be seen as cumulative and there will be variations in the rate of development according to environmental, personal and social factors.

- Many bilingual children who are at an early stage in their learning of English go through a 'silent period' when they first enter an unfamiliar early years setting. This can last for up to six months or longer. This is not a 'passive' stage. During this time, children will be watching, actively listening, and exploring their environment to understand new experiences and to develop new meanings. They will be trying to relate previous knowledge to new contexts. It is important that children should not feel pressurised to speak until they feel confident enough to do so. However, it is essential that adults continue to talk to the children, to pick up their non-verbal responses, to support the children's understanding of meaning, and to involve them in activities; these strategies will help children to internalise the language they hear and to develop a sense of the patterns, meanings and range of language functions in their new, unfamiliar environment.
- During this time, children may begin to use non-verbal gestures as a response to a question or to indicate a need. Understanding is in advance of spoken language.
- Many children may begin to 'echo' single words and some short phrases used by adults and peers. All attempts at speech should be encouraged and praised.
- There will be a development of 'formulaic' language ('chunks' of social speech), e.g. "Mummy come soon." "My turn." Children may begin to join in with story refrains and repetitions and songs.
- 'Chunking' will continue, but children will increasingly begin to use one word utterances (frequently nouns) which will perform a range of language functions, e.g. questioning, responding, naming.
- Children will then begin to generate their own 'telegraphic' sentences, using two or three word utterances. Function words are likely to be omitted, the main concern being the communication of meaning. Non-verbal gestures will often accompany speech. Holistic phrases (a development of 'chunking') will continue during this stage.

- Children will begin to use extended phrases or simple sentences which contain surface developmental errors in the use of plurals, tenses, personal pronouns, function words, and articles. Again the emphasis is on the communication of meaning.
- Increasingly children will develop more control in their use of functional language. However surface errors in the use of tenses, word endings and plurals will continue for some time until children understand the use of different grammatical structures in the target language, which may be very different from the home language.

This extract comes from NALDIC Working Paper 4 – *Guidelines on Baseline Assessment for Bilingual Children*. The National Association for Language Development in the Curriculum is a professional organisation for those concerned with the achievement of bilingual pupils.

What the Research Tells Us

(from *Assessing the Needs of Bilingual Pupils – Living in Two Languages* by Deryn Hall, David Fulton Publishers, ISBN 1-85346-332-9)

- Children take up to two years to develop 'basic interpersonal communication skills' (playground/street survival language) BUT it takes from five to seven years to acquire the full range of literacy skills (cognitive academic language proficiency) needed to cope with the literacy demands of GCSE.
- A silent (receptive) period is natural in the learning of a second language and not a sign of learning difficulties in the first/early stage.
- There are developmental factors common to both native and second language acquisition. Pupils learn roughly the same regardless of their first language background.
- Teachers/schools should have basic information available about the language backgrounds of bilingual pupils.
- There should be an awareness by all that a focus on mother tongue is a valuable channel to support learning and NOT a hindrance. Teachers should not advocate the use of English only, either at school or at home.
- Parents should be encouraged to share language and literacy in speaking and listening as well as in reading and writing. This can be as valuable in first/home language as in English.
- Bilingualism can be educationally enriching and has a positive effect on intellectual performance.
- Bilingualism should be valued as a special achievement.
- Where there are academic difficulties, teachers should first critically examine the teaching they are offering in terms of motivation and the language used.

Reference Books for Teachers

A Language in Common: assessing English as an additional language, Qualifications and Curriculum Authority, 2000 (ref QCA/00/584, ISBN 1-8583-4311) Can be ordered from 01787 884444 or from www.qca.org.uk

Assessment Toolkit to Support Pupils with English as an Additional Language, NLS, DfES 2002 (ref DfES 0319/2002)

Being Bilingual, Alladina S, Trentham Books, 1995 (ISBN 1-85856-051-9)

Educational Inequality; mapping race, class and gender, Gillborn D & Mirza H, Ofsted, 2000 (HMI 232) Can be downloaded from www.ofsted.gov.uk

Evaluating Educational Inclusion: guidance for inspectors and schools, Ofsted, 2000 (HMI 253) Can be downloaded from www.ofsted.gov.uk

Home pages, Literacy Links for Bilingual Children, Kenner C, Trentham Books, 2000 (ISBN 1-85856-212-0)

Inclusive Schools, Inclusive Society, Richardson R & Woods A, Trentham Books, 1999 (ISBN 1-85856-203-1)

Learning For All: standards for racial equality in schools, Commission for Racial Equality, 2000 (ISBN 1-85442-223-5)

Making Progress in Writing, Bearne E, Routledge Falmer, 2002 (ISBN 0-41-25932-0)

National Key Stage 3 Strategy: Language across the Curriculum, module 12 'All Inclusive', DfES, 2001 (ref DfES 0235/2001) and 'Raising Aspects of Ethnic Minority Achievement with Special Reference to Learning English as an Additional Language', DfES, 2001 (ref DfES 0639/2001)

One Child, Many Worlds, ed. Gregory E, David Fulton, 1997 (ISBN 1-85346-460-0)

Planning for Bilingual Learners: an inclusive curriculum, ed. Gravelle M, Trentham Books, 2000 (ISBN 1-85856-175-2)

Raising the Attainment of Minority Ethnic Pupils, Ofsted, 1999 (HMI 170) Can be downloaded from www.ofsted.gov.uk

Removing the Barriers: raising achievement levels for minority ethnic pupils, DfES (ref DfES 0012/0000, ISBN 1-84185-2090) Free from DfES Publications, 0845 6022260

Supporting Pupils Learning English as an Additional Language, NLS, DfES, 2002 (ref DfES 0239/2002)

Supporting Refugees in 21st Century Britain, Rutter J, Trentham Books, 2001 (ISBN 1-85856-185-X)

The Early Years: Laying the Foundations for Racial Equality, Siraj-Blatchford I, Trentham Books, 1994 (ISBN 0-948080-64-7)

The Languages of the World, Katzner, K., Routledge, repr. 1996 (ISBN 0-415 -11089-3)

Aiming High: Raising the Achievement of Minority Ethnic Pupils, DfES, 2003, (ref: DfES/0183/2003)

Books for Classroom Use

Mr William Shakespeare's Plays (comic strip of several stories), Walker Books (ISBN 0-7445-6946-X)

1000+ Pictures for teachers to Copy, Wright A, NelsonThornes (ISBN 0-1755-6878-2)

Phrases for School available from Mantra Publishing (Dual language books with transliterations available in Arabic, Bengali, Chinese, Gujarati, Panjabi, Portuguese, Somali, Turkish, Urdu, Vietnamese. This title lists key phrases used every day between pupils, teachers and parents.)

Words for School available from Mantra Publishing (130 key words that every child needs at school. Designed to help teachers communicate with children and parents whose home language is other than English. Dual language, transliterations, black and white photos. Available in English with Arabic, Bengali, Chinese, Farsi, French, Gujarati, Japanese, Panjabi, Somali, Turkish or Urdu.)

Let's Read available from Mantra Publishing (Dual language available in English and Albanian, Arabic, Bengali, Chinese, French, Gujarati, Panjabi, Portuguese, Serbo-Croatian, Spanish, Somali, Tamil, Turkish or Urdu.)

Bilingual Visual Dictionary from Milet, available in Arabic/English, Bengali/English, Chinese/English, Gujarati/English, Turkish/English, Urdu/English and Vietnamese/English.

Mini Picture Dictionary from Milet, available in twelve bilingual editions.

Suppliers of Dual Language Books

Mantra

5 Alexandra Grove
LONDON
N12 8NU
Tel 020 8445 5123
Fax 020 8446 7745
email orders@mantralingua.com
website www.mantralingua.com

Milet Publishing Ltd

19 North End Parade
LONDON
W14 0SJ
Tel 020 7603 5477
Fax 0207610 5475
email orders@milet.com
website www.milet.com

Roy Yates Books

Smallfields Cottage
Cox Green, Rudgewick
HORSHAM
West Sussex RH12 3DE
Tel 01403 822299
Fax 01403 823012

Dual language books can be loaned from Devon Schools' Library Service or English as an Additional Language Service.

Mirage – dual language story tapes and acting scripts

Park Walk Primary School
Park Walk
LONDON
SW10 0AY
Tel/Fax 020 7349 9969
Email mir-arts@dircon.co.uk

Other Resources

Resources, publications
and CD-Rom of Talking Stories

Hounslow Language Service

Hounslow Education Centre
Martindale Road
HOUNSLOW
TW4 7HE
Primary tel 020 8573 4166
Secondary tel 020 8573 4167
Fax 020 8570 9965

Oxfam

Resources for Global Citizenship
www.oxfam.org.uk

Ethnic Background Data Collection

Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language, culture, ancestry or family history. **Ethnic background is not the same as nationality or country of birth.**

The Information Commissioner (formerly the Data Protection Registrar) recommends that young people aged over 11 years old have the opportunity to decide their own ethnic identity. Parents or those with parental responsibility are asked to support or advise those children aged over 11 in making this decision, wherever necessary. Pupils aged 16 or over can make this decision for themselves.

White

| | |
|-------------------------------|--------|
| • British | • WBRI |
| • Irish | • WIRI |
| • Traveller or Irish Heritage | • WIRT |
| • Gypsy/Roma | • WROM |
| • Greek/Greek Cypriot | • WGRE |
| • Turkish/Turkish Cypriot | • WTUR |
| • White Eastern European | • WEEU |
| • White Western European | • WWEU |
| • White Other | • WOTW |

Mixed

| | |
|------------------------------|--------|
| • White and Black Caribbean | • MWBC |
| • White and Black African | • MWBA |
| • White and Asian | • MWAS |
| • Any other mixed background | • MOTH |

Asian or Asian British

| | |
|------------------------------|--------|
| • Indian | • AIND |
| • Pakistani | • APKN |
| • Bangladeshi | • ABAN |
| • Any other Asian background | • AOTH |

Black or Black British

| | |
|------------------------|--------|
| • Caribbean | • BCRB |
| • Angolan | • BANN |
| • Congolese | • BCON |
| • Ghanaian | • BGHA |
| • Nigerian | • BNGN |
| • Sierra Leonian | • BSLN |
| • Somali | • BSOM |
| • Sudanese | • BSUD |
| • Other Black African | • BAOF |
| • Black European | • BEUR |
| • Black North American | • BNAM |
| • Other Black | • BOTB |

Chinese

| | |
|---------------------|--------|
| • Hong Kong Chinese | • CHKC |
| • Other Chinese | • COCH |

Any other ethnic background

| | |
|--|--------|
| • Arab | • OARA |
| • Filipino | • OFIL |
| • Iranian | • OIRN |
| • Japanese | • OJPN |
| • Malay | • OMAL |
| • Thai | • OTHA |
| • Any other ethnic group, e.g. Korean | • OOEG |

- | | |
|---|------|
| • I do not wish an ethnic background to be recorded | REFU |
| • Information not obtained | NOBT |

Information is used solely to compile statistics on the school careers and experiences of pupils from different ethnic backgrounds, to help ensure that all pupils have the opportunity to fulfil their potential.

ENGLISH AS AN ADDITIONAL LANGUAGE SERVICE

Redworth House
 Ashburton Road, Totnes
 Devon TQ9 5JZ
 Telephone 01803 869112
 Fax 01803 869129
 email loraine.davis@devon.gov.uk



DEVON COUNTY COUNCIL

REFERRAL FORM

| | | |
|--|--|--------------|
| Referred by: | Date of referral: | |
| Position held: | | |
| Name of school: | Tel No: | Fax No: |
| School contact: | Date of Birth: | |
| Tel: | | |
| Name of pupil: | Ethnicity: | Ethnic code: |
| Pupil start date: | Year group: | Gender: |
| Country of origin: | Linguistic group: | |
| Refugee or Asylum Seeker status: (please specify) | First language/other languages: | |
| Previous school | Length of UK residence to date: | |
| Is UK residence temporary or permanent? If temporary, how long? | Are the parent/parents attached to the University of Exeter? Student/s: Staff: | |
| Additional background information: | | |
| Action to be taken (office use only): | Advisory Teacher: | |
| | Date of initial school contact: | |

Please complete this form and return to Loraine Davis, Head of Service, at above address/fax/email.