



# EMTAS

ETHNIC MINORITY & TRAVELLER  
ACHIEVEMENT SERVICE

AUTUMN 2020

NEWSLETTER NO.19

## Communication with GRT families during COVID

At the start of lockdown, as EMTAS contacted schools it became increasingly clear how hard school staff were working to contact GRT families and to meet their needs. Some GRT families are very hard to engage and it is through building up the relationships that many schools have had success.

GRT families may have specific problems accessing information. There is a much greater incidence of adult illiteracy or poor literacy skills within the GRT community. Some families are quite isolated from the settled population. GRT families frequently live in multi-generational households and, like others, are very anxious in the current situation.

As we move into the new phase where outbreaks, track and trace, isolation and quarantine become daily vocabulary we have encountered cases where crucial information is not reaching the GRT families. Schools are having to respond quickly as situations develop and the most efficient way to disseminate important information is via email. Many GRT parents cannot access this sort of communication and so are left in the dark.

We would recommend identifying those families who are likely to need additional efforts to reach so a system is in place when it is needed. Multiple phone calls may be required, asking friends or relatives to tell them to get in touch and for those families who are still out of reach, our team may be able to offer support such as additional calls or socially-distanced home visits.

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### EMTAS support this term

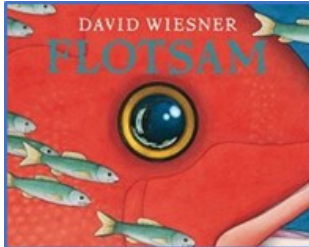
Please be aware that the EMTAS team are still offering full support, despite the current social distancing restrictions that are in place. Most support is delivered remotely but where appropriate, home and school visits are also possible. Advisory Teachers are available for advice and guidance, either about individual pupils or broader strategies. Liaison Officers are supporting families with a wide range of issues. Speak to a member of the team for more information.



EMTAS are delighted to announce  
two **new** 'Talking Through Books' projects



Our 'Talking Through Books' projects are aimed at primary aged pupils who are at the **Developing Competence** stage of Proficiency in English.



Book Title: **Flotsam**

Author: **David Wiesner**    Illustrator: **David Wiesner**

**Flotsam** is a wonderful wordless picture book. It tells the story of a science-minded boy who, whilst visiting the beach with his parents, discovers a barnacle-encrusted box brownie camera. The photographs that he develops from the film in the camera are nothing short of astonishing. The surreal underwater world of robotic fish, aliens and giant starfish is both marvellous and puzzling. The photographs of other children who have found the camera in the past are equally fascinating as they take the reader on a journey through continents and time.

The engaging activities in this 'Talking Through Books' project include: finding flotsam in sand, exploring the mechanics of a real box camera, creating an underwater picture, timeline and tracing the camera's journey.

The project takes place over the course of 6 weeks and is aimed at pupils learning through EAL in Years 2 and 3, although can be easily adapted to suit older ages.



Book Title: **Skies Above My Eyes**

Author: **Charlotte Guillain**    Illustrator: **Yuval Zommer**

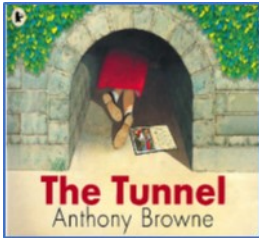
**Skies Above My Eyes** is a non-fiction text which begins at ground level in a busy city. Looking up, street signs, high rise buildings and window cleaners on a cradle can be seen. The reader is then taken on a journey up into the air, through the atmosphere, and out into space, before heading back down to Earth again. Each page is packed with beautifully detailed illustrations that engage and inform.

The book has an unusual concertina layout, extending to two and a half metres!

The exciting 'Talking Through Books' project based on this text includes drama activities, a science experiment exploring craters, creating poetry, stories, mnemonics and finding out what it is like to live on the International Space Station, amongst other activities.

The project takes place over the course of 6 weeks and is aimed primarily at groups of pupils learning through EAL in Years 4 and Year 5.

And don't forget our other *nearly new* 'Talking Through Books' project...



Book Title: **The Tunnel**

Author & illustrator: **Anthony Browne**

**The Tunnel** by Anthony Browne is an exciting story of a brother who seeks adventure and a sister who follows. The reader travels through the tunnel with the boy and his reluctant sister into a fantasy world where the siblings face surprising challenges and where they gradually discover how important they are to each other. It is a moving story with beautiful illustrations that encompass striking and intriguing details.

This 'Talking Through Books' project incorporates activities such as: Gallery Walk; Role On The Wall; What's Inside The Tunnel? Decision Alley and 'What Do I know?' board game based on the text.

The project is a 6-week intervention suitable for EAL pupils from Year 2 to Year 4, whose oral proficiency in English may be strong but who will still benefit from additional support to help them access texts effectively to become more independent and confident users of English.

For further details about any of these 'Talking Through Books' projects, contact your local EMA advisory teacher or our shared inbox [emat@westsussex.gov.uk](mailto:emat@westsussex.gov.uk)

...UPCOMING EVENTS...UPCOMING EVENTS...UPCOMING EVENTS...UPCOMING EVENTS...

## TRAINING: Understanding Racism & Celebrating Diversity

EMTAS are really pleased to have been working in collaboration with the West Sussex Community Safety & Wellbeing team to develop a two-part training offer looking at "**Recognising Racism - What It Means to be an Anti-Racist**" and "**Celebrating Equality and Promoting Diversity**". The pilot of these interactive webinar sessions will be running online at 3.30pm on 16th & 23rd November.

To register your interest, please contact [emat@westsussex.gov.uk](mailto:emat@westsussex.gov.uk)

*Please note, there is a charge for colleagues from academies who wish to attend these sessions.*

## NETWORK MEETING: Traveller Education Support (TES)

As we know, the TES Network Meetings have been a great support to colleagues in the past. Therefore, we are delighted to invite you to attend our virtual Autumn Term meeting on Tuesday 10th November 2020 (10am-11am) The meeting will run using Microsoft Teams.

If you would like to attend, please contact [clare.painting@westsussex.gov.uk](mailto:clare.painting@westsussex.gov.uk) to receive the joining details and agenda.

If you have any success stories that you would like to share, or would you like to discuss any issues that have arisen for your school, please also let Clare know.

## School Transition: TES support for GRT families

It is well known that now is the time for parents to make the relevant applications for school places - whether to start in Year R, move from infant to junior schools or transfer to secondary. The EMTAS Traveller Education Support Liaison Officers offer support to all GRT families known to our team to facilitate this process.

This task may seem easy, but when it comes to making contact with hard to reach families to discuss something that isn't happening for another year, this is not always the case. It can sometimes be a very time-consuming exercise but a very necessary one.

**As a team we try to ensure that all GRT families have made timely applications for a smooth transition so if you are aware of any families that may need support please contact us at [tes@westsussex.gov.uk](mailto:tes@westsussex.gov.uk)**

## Another brand new EAL project... Induction Programme for KS2 late arrivals

Designed to provide focused support for a Year 5 or 6 pupil who is new to English or in the very early stages of learning English. The scheme facilitates access to school life and the curriculum whilst giving a boost to confidence, by familiarising the pupil with key vocabulary and language structures.

The seven sessions cover: classroom survival language, key family and classroom nouns, key verbs and adjectives, prepositions, expressing likes and dislikes.

**The content is delivered through motivating speaking and listening activities that reflect key strategies and approaches recommended for pupils learning through EAL:** modelling, repetition and recasting vocabulary and language structures within a meaningful context; speaking frames; substitution tables; use of first language; visual cues; consolidation activities such as games and mind mapping Survival English.

*If you have a newly arrived Year 5 or Year 6 EAL pupil and you think this project may be helpful, contact your local EMA advisory teacher or our shared inbox [emat@westsussex.gov.uk](mailto:emat@westsussex.gov.uk)*



The Stephen Lawrence Charitable Trust have launched a great new resource, **[We all have the power to make a difference](#)** to help students learn and make sense of recent protests and the Black Lives Matter movement.

Recent tragic events demonstrated the strength of feeling across the world about racism and inequality. Many students were isolated from their usual school environment where they would normally have had the opportunity to talk about and explore the issues raised.

This resource is designed to cover some of the key issues with explanations of the terms used and links to further resources to support conversations and learning. It can be used by students on their own or guided by a teacher, parent or carer.

The resources are not set out by age, so should be reviewed first to ensure that the language and content are appropriate to the children being supported.

*(Note: Further links to Key Stage-specific resources on the SLCT website are currently not active)*

## What are the benefits of raising bilingual or multilingual children?



<p><b>The benefits for children</b></p>	<p>For children, speaking more than one language is often linked to:</p> <ul style="list-style-type: none"> <li>◆ better academic results – multilingual or bilingual children can often concentrate better, are better at solving problems, understand language structures better and are better at multitasking;</li> <li>◆ more diverse and interesting career opportunities later in life;</li> <li>◆ a better sense of self-worth, identity and belonging that comes from: <ul style="list-style-type: none"> <li>◇ feeling good about your heritage;</li> <li>◇ feeling confident about communicating and connecting with extended family members and people speaking other languages;</li> <li>◇ being able to enjoy music, movies and literature in more than one language.</li> </ul> </li> </ul>
<p><b>The benefits for families</b></p>	<p>For families, multilingualism and developing first language in their children:</p> <ul style="list-style-type: none"> <li>◆ improves communication among family members;</li> <li>◆ enhances emotional bonds;</li> <li>◆ makes it easier for the child and the parents to be part of their culture;</li> <li>◆ boosts the family’s sense of cultural identity and belonging.</li> </ul>
<p><b>The benefits for the community</b></p>	<p>For the wider community, when children speak more than one language, it means that:</p> <ul style="list-style-type: none"> <li>◆ everyone in the community gets a better appreciation of different languages and cultures;</li> <li>◆ children can more easily travel and work in different countries and cultures when they grow up;</li> <li>◆ children understand and appreciate different cultures.</li> </ul>