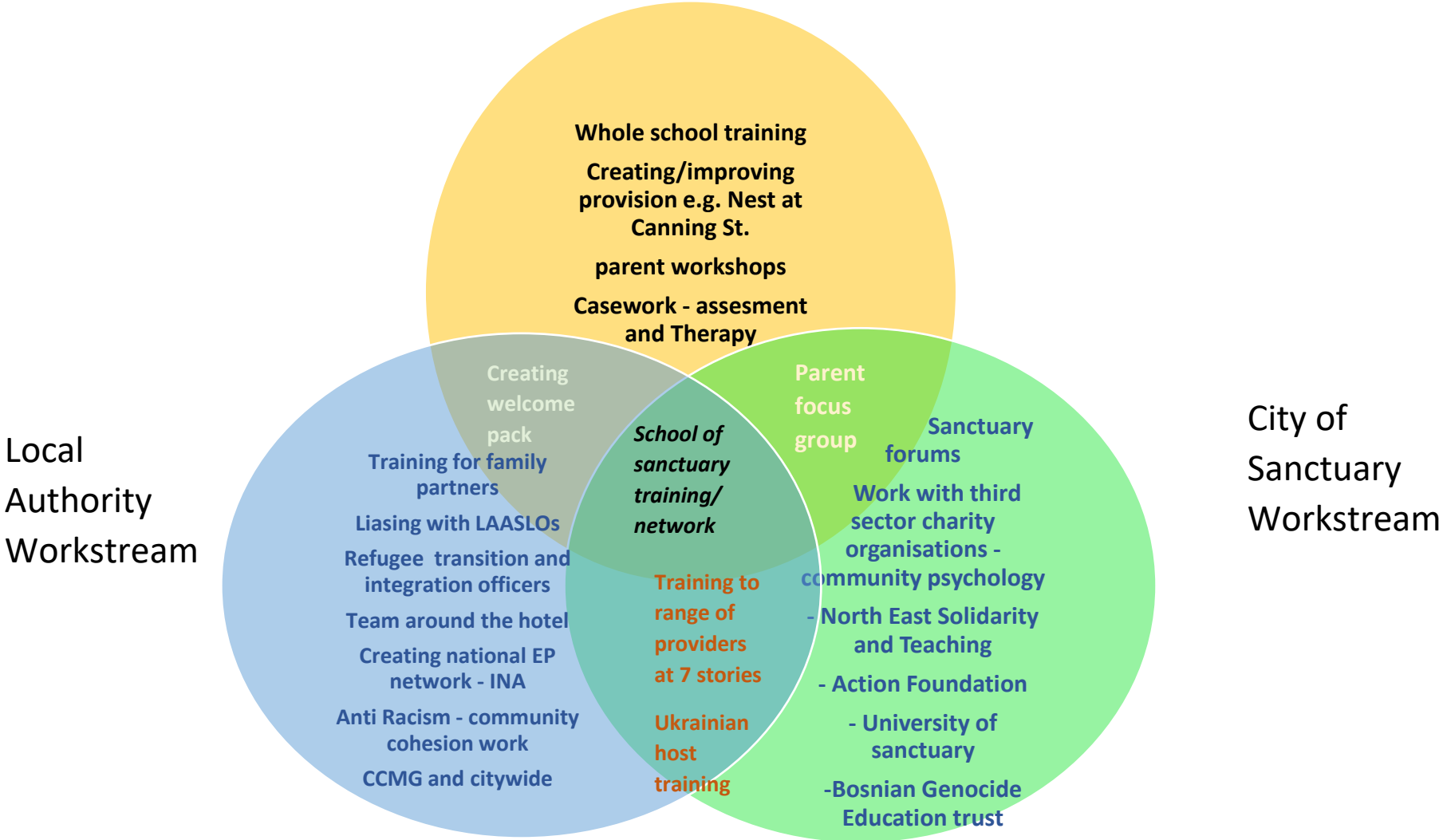


KaleidRAScope Project – Annual Report 2021-2022

Education Workstream



Annual Report 2021-2022

Introduction

The KaleidRAScope project comprises both Educational Psychology (EP) support and Family Support (Iqbal Syed, Intensive family support worker). The work of the project involves supporting young people and their families who are International New Arrivals (INA). Often (but not exclusively) these families are seeking asylum or have refugee status. This report describes the Educational Psychology component of the KaleidRAScope project. There is separate documentation outlining the vital work of the Family Support component of the project.

It is always important to consider the impact of the work of the KaleidRAScope project but this is something that is notoriously difficult to measure in the field of Educational Psychology. This led to the project adopting a collaborative approach targeting key areas of work to focus on at the outset. This was initially done by consulting with a range of key stakeholders, these included:

- Head teachers (HT), senior leadership teams (SLT) and Special Educational Need Coordinators (SENCO's) and English as an Additional Language (EAL) coordinators of schools who have a high number of International New Arrivals (INA) students.
- Key partners who are involved in the wider migration framework within the Local Authority (LA).
- Parents of young people whose families who have experienced (trauma, anxiety, and hardship during) the migration process.

Pertinent research literature in the area was also considered.

The feedback from these consultation meetings resulted in the creation of a strategy document that planned the direction and work for the project moving forward.

So rather than demonstrating impact retrospectively, instead the work tried to focus on the key topics/issues that the stakeholders outlined in my initial consultations. This attempted to maximise impact by targeting areas/priorities that were highlighted by those with lived experience/knowledge.

Moving forward I would like to try and continue this feedback loop and associated consultation process so that the work of the project is always being targeted to have the most impact in those areas outlined by those with the most knowledge in these areas.

Education Workstream

The KaleidRAScope project has worked effectively across several levels within education.

Individual Level

The project has been able to action 100% of the individual referrals that have been submitted. These have come from a range of stakeholders, (schools, health visitors, Local Authority Asylum Seeker Liaison Officers [LAASLO's], social workers, the Admissions Team, and charities). This work has predominantly focused on either assessment work or therapeutic support. The assessment work primarily involved Educational Psychology consultation and individual work to clarify the profiles of the learners. The therapeutic work often involved using Acceptance and Commitment Therapy (ACT) or narrative approaches to help learners process potentially traumatic events.

In addition to the formal referrals that have been submitted, there has also been a significant number of consultations with staff and schools on an anonymous basis to provide support and guidance in a more general capacity.

Group Level

- The project has been able to work at the group level. This has often involved projects within school, including support to implement and maintain the Nest project at Canning Street Primary School. This has been such a success for the school that they are expanding this provision.
- Facilitated numerous parent workshops within a primary school which is an established School of Sanctuary and has a very diverse cohort.
- Joint work within several provisions (including secondary schools) with key teaching staff to help them scrutinise and improve their approach/assessment methods for learners who have EAL.

Systems Level

The project has invested a significant amount of time in the School of Sanctuary framework and associated processes. This has involved working closely with other key staff within the local authority (Rosie Tapsfield [Active Inclusion Officer] and Sarah Edgar [School Effectiveness EAL Lead]), Working collaboratively, we have been able to create and offer a bespoke training package and wider curriculum that supports educational provisions to become Schools of Sanctuary. This offer was carefully planned and ran across the entire year.

This work has been a great success. 40 schools have engaged at some point as part of this process. It has culminated in 14 educational provisions submitting a formal application to become a School of Sanctuary. This is an increase of 800% on the previous number of Schools of Sanctuary in the city.

This work has included providing a comprehensive rolling training package on:

- Resilience
- Trauma
- English as an Additional Language and Special Educational Needs

Alongside the School of Sanctuary input the project has separately delivered whole school training on the topics mentioned above to the entire staff team in 7 primary, secondary and college provisions

Some of the feedback from this whole school training included

“there was nothing that wasn’t useful” ...“it was food for thought, useful real examples” – Primary Head Teacher

“very Informative and useful” “making complicated theory alive and accessible for the classroom” “enlightening” “interesting relevant, well presented” “engaging hour that went too fast” “Passionate speaker useful and interesting” – Classroom teachers

The project has also created bespoke welcome packs for both primary and secondary settings that once finalised and translated can be distributed to new arrivals by individual schools.

In addition, at the start of the year the project was also able to facilitate a focus group with parents who were new arrivals to the city. The focus of this group was generally on the educational experiences of their children. Specifically, it considered both the barriers to a successful integration and strategies schools had implemented to make integration a success. The content of this focus group was then transcribed and analysed. It has provided helpful guidance and focus for targeting the work of the KaliedRAScope project.

Local Authority Workstream

The KaleidRAScope project has worked closely with partners in the Local Authority to help improve outcomes for children and young people who are INA (both in and out of the classroom).

This has involved continued ongoing collaboration between Iqbal Syed (Intensive Family Support Keyworker) and Andrew Scott (Specialist Senior Educational Psychologist) for individual casework. It has also involved work with the Admissions Team, Local Authority Asylum Seeker Liaison Officers, Your Homes Newcastle and Refugee Transition and Integration Officers. As well as regular participation in the cross-council migration group and citywide meetings to build further links and raise awareness of the project and its remit.

The project has also been part of the “team around the hotel”. The team around the hotel was a group of professionals that was assembled and met weekly in response to a housing provider providing temporary accommodation for families in a hotel. (This is the first time that families who have been seeking asylum have been housed in a hotel in Newcastle). The purpose of the team around the hotel was to help ensure that the needs of the families and children in the New Northumbria Hotel could be met as effectively as possible. This has created close links with both Christchurch Primary School and the family partners. In part, as a result of this work the project was able to deliver training to all the family partner teams. Some of the feedback from this training included; *“great info..relatable to my role” “informative, appropriate and relevant” and “ten out of ten”*.

As news of the positive work of the project has spread, a number of Educational Psychologists in other Local Authorities have enquired about the work of KaleidRAScope. This has in turn, led to the creation of a national network of Educational Psychologists who have an interest in working with International New Arrivals. This network is chaired, facilitated and organised by Andrew Scott and is an opportunity to share and learn about good practice.

The project has also been involved in some “community cohesion” work in the outer west of the city. Due to issues with housing stock, refugees and asylum seekers are now increasingly being housed in areas and communities that have not historically been particularly diverse wards of the city. This has unfortunately resulted in some racist hate crime. Consequently, the project was responsible for organising and chairing meetings based around the new Callerton Academy School to try and ensure that the local offer in that area reflected the needs of that increasingly diverse population.

City of Sanctuary Workstream

When working with the INA community it has become increasingly clear (after consultation with people who have lived experience) that working directly into schools is not always the most effective way to meet the needs of this population. It is important to reach out to the community in their own environment, in order to be as person centred and relational as possible. The City of Sanctuary framework has allowed the project to apply psychology in such a community-oriented way.

This work has involved collaborating with a number of third sector and voluntary organisations; including

- Newcastle University's North East Solidarity and Teaching (NEST) organisation- providing annual training for their student volunteers.
- Ukrainian hosts – providing training for hosts/sponsors.
- Action Foundation – support and training to implement a psychological trauma informed approach for both internal supervision and a relational approach to working with their clients (who are exclusively international new arrivals).

This work has also included attending regular sanctuary forum meetings and work with Newcastle University (as a University of Sanctuary) to build links, share resources and raise awareness.

DRAFT

Visual representation of the work of the KaleidRAScope project 2021-2022

