

### Where to start – Key suggestions for a new arrival

- If you believe your new arrivals speaks only some English, it would be worth preparing a selection of key language cards (available from Twinkl) to greet them on their first day (there are lots of different options available on Twinkl and suggestions in the 'Resources for use in the classroom' section)
- Consider identifying a key adult who can quickly form a relationship with your new arrival. This could be through doing activities together (preferably 1:1 each day for a short period). These activities should be nurturing and enjoyable for the pupil but not rely heavily on language e.g. sports, exchange games, arts and crafts etc.
- Think about putting in place some peer buddies who could support your new arrival with finding their way around, during lunch, during lessons. Select carefully and be sure to offer your peer buddies some guidance around what is/is not helpful as a peer buddy – you may want to consider the Young Interpreters programme (details below) which trains up children to 'interpret' their setting for new arrivals (no speaking languages needed).
- Where possible, provide technology for older students so that they can independently translate things and express themselves.
- For younger pupils, you could provide a 'safe space' with some relaxing activities that the child can access whenever they would like. This could be a sensory box in your book corner, some picture books to look through (with no words), some arts or craft resources.
- Independent work – there may be times, as you get to know the pupil, where it suddenly becomes apparent that the lesson planned is not accessible to them or that they are feeling very overwhelmed. Consider creating an 'independent work pack' that contains useful games/activities for learning key English words. In Primary, this could be kept in the classroom and accessed as needed. In Secondary, you could provide these to the pupil and let all teaching staff know that they have their independent work pack so they can direct young people to this when needed. In Secondary, it would be helpful if different subjects could contribute to the pack providing key language resources for their subjects. This should be only a temporary strategy, more to support the emotional wellbeing of a pupil as you get to know them. Longer term, it is important that staff plan appropriately to meet the language needs of pupils in their classrooms.
- Avoid assessing or making any judgements about the students' language or learning 'ability' in early weeks (and really months). Whilst some students will quickly 'be themselves' in their new school, many will take time to adjust to a new environment and functioning in a second language all day (alongside processing their losses/traumas). In particular, be wary of automatically offering the easiest work options or placing in 'lower' groups or sets.

### Fire Alarms/Loud Noises

- Some children who have left Ukraine have experience of air raid sirens and/or conflict. This means that some children may find experiences such as fire alarms, airplanes overhead or loud rumbling noises (like passing lorries or machinery being used) very difficult. This obviously is not the case for all children, but where you suspect experiences of air raid sirens or conflict, it may be worth considering pre-warning your children or young people about planned fire alarms. You could also draft a social story to explain that the fire alarms are

there to keep us safe and what will happen afterwards if they are feeling afraid. You may wish to offer headphones to reduce the level of noise – some children may not wish to wear these but it is worth offering beforehand when explaining that a fire alarm is coming up. It may also be worth putting into place a plan for if they do suddenly become overwhelmed by an experience of noise/fire alarm – this could differ for each child depending upon their needs but could involve time with a trusted adult, time in a safe space, time doing an activity that they find calming, time outside playing/in nature.

### Working with Families

- Think carefully about ensuring that whoever has parental responsibility for the children or young people in your setting, is your main point of contact. It can be easy to accidentally rely on English speaking family members or sponsors to facilitate all interactions with school. However, many parents are reporting feeling very isolated from decision making about their own children where this is the case. They do not wish to offend family or hosts, but their wishes may slightly differ from the wishes of hosts/sponsors. Where at all possible, try to communicate directly with the person with parental responsibility even if this relies on using things like technology to communicate with one another. Be mindful of automatically inviting sponsors/family to all meetings as there may be things which parents wish to discuss discretely without offending or upsetting their hosts. If you have family link workers or staff who support parents, you may wish to use these people to support new Ukrainian arrivals and build relationships directly with their parents. It is also worth considering information sharing – if you do not have the consent of the person with parental responsibility, you should not be sharing information about their children and/or parents (unless of course, this is necessary for safeguarding).

### Resources for use in the classroom

- Twinkl have produced a range of Ukrainian resources, many of which are new in response to the conflict there. New arrival language/picture cards may be of most use to arrivals with no known knowledge of English and are available for a range of ages. Many of the resources are free and there is a full and growing range of different kinds of activities. For example:
  - Instruction cards for older learners - [Ukrainian - Older Learners: New to English Instruction Cards \(twinkl.co.uk\)](https://www.twinkl.co.uk/resources/ukrainian-older-learners-new-to-english)
  - Non-verbal communication cards - [Ukrainian Translation Non-Verbal Communication Cards \(twinkl.co.uk\)](https://www.twinkl.co.uk/resources/ukrainian-translation-non-verbal-communication-cards)
  - Likes and dislikes activity (which may help with early relationship forming with key adults) - [Ukrainian Translation All About Me - 'Likes' and 'Dislikes' \(twinkl.co.uk\)](https://www.twinkl.co.uk/resources/ukrainian-translation-all-about-me-likes-and-dislikes)
- Flash Academy offer a free welcome pack and learner profile in Ukrainian (you have to sign up for a free account to access): <https://flashacademy.com/ukraine/>
- BBC Children in Need have collected a range of resources to help adults to discuss conflict with children including some that could be used in PSHE/Tutor Time - [Useful resources for talking about Ukraine and Russia - BBC Children in Need](https://www.bbc.com/ukrainian/children-in-need)
- There are *free* Ukrainian textbooks for teaching English available online– a warning that this website is in Ukrainian but it has lots of very visual textbooks that would have been used in Ukraine to teach English to children in schools. A few links to textbooks of early English that may be useful:
  - For Class 1 in Ukraine [«Англійська мова» підручник для 1 класу закладів загальної середньої освіти \(з аудіосупроводом\) Будна Т. Б. \(imzo.gov.ua\)](https://imzo.gov.ua/) – you can download a PDF of the textbook and accompanying audio material by clicking on the two Ukrainian links at the bottom (picture to the right of the links).
  - Class 2 - [«Англійська мова» підручник для 2 класу закладів загальної середньої освіти \(з аудіосупроводом\) Будна Т. Б. \(imzo.gov.ua\)](https://imzo.gov.ua/)

- Class 3 - «Англійська мова» підручник для 3 класу закладів загальної середньої освіти (з аудіосупроводом) Будна Т.В. ([imzo.gov.ua](http://imzo.gov.ua))
- Class 4 - «Англійська мова» підручник для 4 класу закладів загальної середньої освіти (з аудіосупроводом) Будна Т. Б. ([imzo.gov.ua](http://imzo.gov.ua))
- If you feel like you would like any higher ages or more complex textbooks, please just let me know and I can find them on the website for you. These may also be very useful for parents to use at home as they are designed for native Ukrainian speakers to teach English.
- Some illustrated short stories that may be useful for 'down time' or independent work for younger Ukrainian students: <https://tiny.pl/9nwc9>
- A comic which again may be useful for downtime or independent work for younger pupils: <https://tiny.pl/9nwd2>
- Some free Bilingual books (English/Ukrainian) which might be useful for older primary aged pupils especially when supported by an adult to share the stories together as a way of building relationships : <https://tiny.pl/9nwf1>
- Some beautiful e-picture Books in Ukrainian for younger children which again could be shared with trusted adults in school or even with peers: <https://osvitoria.media/opinions/knyzhka-zaspokoyuye-shho-pochytaty-dytyni-pokytryvaye-vijna/>
- A selection of bi-lingual reading books for children with reading ages up to age 8 are available from Badger Learning: <https://www.badgerlearning.co.uk/blog/free-reading-resources-for-ukrainian-pupils>
- Ukrainian versions of the Harry Potter books are also available to read online here: <https://www.pottermorepublishing.com/ukrainian-editions-of-the-harry-potter-stories-now-available-to-read-online/#>
- **Ukrainian/Russian Language or Dual Language Books** - children may appreciate being able to access books in their home language(s) so you may wish to invest in some new books. There are several suppliers of dual and single language books including: [MantraLingua](#) and [Foreign language bookshop - The European Bookshop - European language and literature books and foreign language courses](#) (the second of which only has Russian texts). Please check which language your students speak at home before purchasing as it is possible that a young person from Ukraine may speak Russian (or another language) as their day-to-day language.

### Overview to welcoming Refugees:

- The Bell Foundation have produced a wonderful webinar about welcoming Ukrainian Refugees – it is one hour long but very comprehensive: <https://www.youtube.com/watch?v=YS7imIESFx0&feature=youtu.be>
- The Bell Foundation have an article which summarises its advice on welcoming refugee and asylum seekers into schools - [Welcoming Refugee Children: Advice and Guidance for Schools 1 - The Bell Foundation \(bell-foundation.org.uk\)](#)
- The Bell Foundation also produce a longer document with links which may also be helpful (it has guidance on assessing EAL and links to resources) - [Welcoming refugee and asylum seeking learners \(bell-foundation.org.uk\)](#)

### Supporting English Language Learning

- **Webinars from the Bell Foundation:** [Webinars \(UK\) - YouTube](#). The Bell Foundation have a comprehensive range of webinars available including some specifically for welcoming students arriving from Ukraine (one for Primary Teachers and one for Secondary Teachers). This may be a good starting point for staff. Staff could then be given time to watch one or

two of the webinars and create a 5-minute update for other staff at the next staff meeting to distribute good practice.

- **Up-skilling staff on the Bell Foundation's 'Great Ideas'** – for more practical suggestions for how to implement high-quality EAL teaching throughout lessons, staff may benefit from time out of sessions to familiarise themselves with and watch the short videos on the Bell Foundation's 'Great Ideas' - [Great Ideas - The Bell Foundation \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk). These are a series of very specific and practical tools that teachers can use to improve access to their lessons for EAL learners. They are very clearly explained, each with a short video and staff could then present their favourite during a staff meeting etc.
- **Learning How to effectively use the Bell Foundation's Assessment Tool for EAL.** The Bell Foundation produces a free assessment tool for assessing EAL students: [EAL Assessment Framework - The Bell Foundation \(bell-foundation.org.uk\)](https://www.bell-foundation.org.uk). The tool is fully explained and very accessible, but you may find that staff benefit from some dedicated directed time learning how to use the tool and carrying out an assessment with your student(s) from Ukraine. A note that, as per the Resource Guide, assessments carried out in the early months should be treated with caution so this may be more useful if your student has been with you for a longer period of time.
- **Secondary EAL CPD for subject teachers** –
  - English – [Achieving the New Standards for EAL Students in GCSE English – 1.00-3.00pm | Hounslow Language Service \(ealhls.org.uk\)](https://www.ealhls.org.uk)
  - Science - [S80 – Bilingual Pupils and Secondary Science | Hounslow Language Service \(ealhls.org.uk\)](https://www.ealhls.org.uk)
- **Training for Teaching Assistants:** In addition to the free CPD options above for Teaching Staff which may also be helpful for your Teaching Assistants, there is also some CPD which you could purchase specifically for your Teaching Assistants to improve their practice. For Example, [EAL for Teaching Assistants - The EAL Academy](https://www.ealhls.org.uk) and [TAs – 10 Key Strategies to Support EAL Learners -1.00-3.00pm | Hounslow Language Service \(ealhls.org.uk\)](https://www.ealhls.org.uk).
- **For Secondary Schools who may have subject-specific TAs**, you could also consider the following:
  - TAs supporting Humanities - [TAs Developing Academic Language in the Humanities – Geography, History & Literature KS3 & 4 | Hounslow Language Service \(ealhls.org.uk\)](https://www.ealhls.org.uk)
  - TAs supporting Science - [TAs – Supporting EAL Students in Secondary Science Lessons – 1.00-3.30pm | Hounslow Language Service \(ealhls.org.uk\)](https://www.ealhls.org.uk)

## Schools of Sanctuary

- Schools of Sanctuary provide many resources and guidance about how to make your school welcoming to *all* including those who are fleeing conflict - [Schools of Sanctuary | Building a culture of hospitality for people seeking sanctuary \(cityofsanctuary.org\)](https://www.cityofsanctuary.org)
- They produce a very useful resource pack – Section 5 of this gives very specific guidance on small things schools can do to make their setting more welcoming for new arrivals - [Schools-of-Sanctuary-Resource-Pack.pdf \(cityofsanctuary.org\)](https://www.cityofsanctuary.org)

## Developing a Peer Support System

- The Young Interpreters Scheme - [Course: Young Interpreters \(hants.gov.uk\)](https://www.hants.gov.uk)

### Supporting Transitions to College or Higher Education

- Refugee Education UK produce lots of guidance and support about helping refugees in their educational journey. Of particular use to settings with arrivals who are about to transition may be their practitioner guidance about supporting successful transition to sixth form/college/FE: [Refugee Education UK | Advice sheets for practitioners | Resource 01 | \(reuk.org\)](https://www.reuk.org)

### Assessment of EAL

You may have your own systems for EAL assessment in place already. If you do not, The Bell Foundation may be a good place to start. Once you sign up for a free login, it provides a *free* comprehensive assessment tool for each age group (EYFS-Secondary) which allow you to assess, set targets, provide classroom strategies and monitor progress overtime. If you're new to the assessment, it provides short videos to guide you through each section.

A reminder, however, that it will take time for you to be able to get a good picture of language needs and strengths. Initial assessments in the early weeks would be better to be more informal. The stresses of recent trauma, loss, a major move and adjusting to a new life may mask true language ability and understanding for many months.

### Talking to Children about War and Conflict

- Beacon House have produced a range of resources to support schools in becoming more trauma aware. In addition, this leaflet specifically about war and conflict may be particularly useful and is a quick read: [Talking to children about war and conflict \(beaconhouse.org.uk\)](https://www.beaconhouse.org.uk)

### Trauma Support

- **Free Webinars around supporting the mental health and trauma:**
  - From School Education Gateway: [Supporting the mental health and well being of refugee children in school - Webinar - YouTube](https://www.school-education-gateway.org.uk) – this gives a very good overview of the different roles that schools can have in supporting the mental health of refugee children – it is probably most suitable for school leaders, primary teachers or Secondary Teachers or Teaching Assistants with a responsibility for pastoral support.
  - Trauma Informed Schools also has a range of webinars available which may support your staff to develop their understanding of supporting children: [Single Views \(traumainformedschools.co.uk\)](https://www.traumainformedschools.co.uk). These each have a cost associated but may meet specific needs of your setting (for example, they have a webinar around sand tray therapy and one around helping children heal from painful life experiences). There are varying costs for a single view or you can subscribe as an organisation so many members of staff can access this.
- **Beacon House** – Beacon House have a range of resources on their website including a very useful section entitled 'Trauma and Attachment in the Classroom' which you could direct staff to read through. Again, they could be asked to create a 5 minute update for a staff meeting to cover an element which they felt the school could focus on next - [Resources \(beaconhouse.org.uk\)](https://www.beaconhouse.org.uk). Beacon House produce a resources list which has a series of recommended YouTube Resources (amongst other resources including books) – again these

could make an excellent directed activity for staff to access to improve their understanding of Trauma. They are all available if you scroll down on the following PDF - [Schools Resources List 2022 \(beaconhouse.org.uk\)](#). A few good videos to start with (although there are other excellent videos on the list) would be:

- [Understanding Trauma: Learning Brain vs Survival Brain - YouTube](#) (5 minutes)
- [Good relationships are the key to healing trauma | Karen Treisman | TEDxWarwickSalon - YouTube](#) (17 minutes)
- [Does Your Face Light Up? | Oprah's Lifeclass | Oprah Winfrey Network - YouTube](#) (2 minutes)
- **Free NHS Training on Trauma** – there are a selection of videos which initially explain trauma and go on to explain how to use the Good Thinking Workbook which helps people to work through their experiences of Trauma. This workbook is likely to be most useful for older children or young people in Secondary Settings. The videos are accessible here: [Coping with Trauma videos | Good Thinking \(good-thinking.uk\)](#) and the Workbook is accessible here: [Coping with trauma for better mental health | Good Thinking \(good-thinking.uk\)](#). You may wish to give staff time out of class to familiarise themselves with the contents of the videos and then make a decision about whether the workbook (or elements of it) would be suitable for your individual young person (or people).
- **UNESCO** have produced a document which highlights the huge importance that school settings and social and emotional learning play in supporting the needs of children affected by trauma. This may be a useful read for EAL coordinators and those involved in pastoral support for children arriving from Ukraine and could be part of their release time - [Education as healing: addressing the trauma of displacement through social and emotional learning - UNESCO Digital Library](#).
- PTSD – I attach a guide to looking for signs of PTSD to this email from Anna Kalin. Not all children who experience trauma will develop PTSD but it is worth being aware of what to look out for and signs you may see in class. Sometimes, PTSD can manifest in inattentiveness/withdrawal or sudden emotional outbursts – both of which can be misinterpreted as having other causes.
- Complex feelings around 'safety' – Mariia Dubyna, a Ukrainian school psychologist working in Lviv, suggests that many students who have left Ukraine have complex feelings around the fact that they are now safe whilst they may know those who are not (or see people who are not on television). This may encourage some students to want to appear 'fine' or to minimise their own experiences of loss or trauma and/or feel guilty for struggling when they know others are in very difficult situations. Whilst this won't necessarily be the case for every student, it is worth keeping in mind that children may mask their feelings.

### **Bereavement Support**

- Child Bereavement UK have resources for children who have been bereaved available in both English and Ukrainian - [Ресурси українською мовою | Child Bereavement UK](#)

### **Some Cultural Notes**

- **Language** – nearly all Ukrainians speak Ukrainian and most children will have been learning in Ukrainian. Many Ukrainians also understand Russian and some families speak Russian in their homes. However, understandably, having to operate in Russian where this is not a choice can be very difficult for families at present. It is worth checking with families which



language is most comfortable for them and trying to find resources in the language or languages which they communicate are best for them. There are of course also some communities who also speak additional languages within Ukraine so you may see other languages specified as a preference too.

- A note on language when talking about Ukraine and places there:
  - Refer to Ukraine with no 'the' – using 'the' is a historic way of talking about Ukraine and not used by Ukrainians
  - Use the Ukrainian ways of naming cities and places. Particularly check maps that you are using as many have the 'Russian' spellings of place names e.g. ~~Kiev~~ Kyiv, ~~Lvov~~ Lviv
- **School Start Age** - Children do not start school until 6/7 in Ukraine and often school remains very play based with formal learning slowly being introduced over the next few years. As such, younger children may not be used to the expectations of a full day or formal learning. They also may not be able to read/write in their own language as literacy is introduced later than in the UK. More information on the Ukrainian Education system available here: [Education in Ukraine \(wes.org\)](#)
- **Sitting on the Floor** - Sitting on the floor may be unfamiliar to many children, especially girls, as some families in Ukraine consider sitting on the floor to be bad luck or bad for health. This is not the case for every family from Ukraine but may explain if you see a child with a reluctance to sit on the floor – you could try offering a cushion or mat which may help.
- **Writing materials** – in many schools, children do not ever learn to write using pencils and would only ever write in pen. Similarly, schools are not often using crayons in Ukraine. Some children may be surprised at writing in pencil or using crayons for artwork and this may be the explanation. Also, children learn cursive writing so handwriting may be an area of strength for them.
- **Messy play** – some families may be less comfortable with uniforms/clothing getting messy/dirty and children may not want to fully engage in messy/sensory play without having a cover on their clothes.
- **Bedtimes** - Whilst each family will vary, it is common in Ukraine for children to go to bed much later than is thought to be typical in many British families. For example, bedtimes for toddlers and children up to age 6-7 may be closer to 9 or even later. It is common practice for Ukrainian children to continue to nap or have quiet time during the day until age 7 and they often do not wake as early so they still have sufficient sleep for their age. Older children in Ukraine may not go to bed until as late as 11pm at a very similar time to their parents. Bedtime routines as a result are very short in many families and time together as a family is prioritised in the evenings. Families arriving from Ukraine as a result of the current conflict may particularly value the time they have together before their children go to bed. Children are experiencing huge changes and they may need additional time to feel safe and connect with their families in the evenings.
- There is a fantastic webinar which gives a really good overview of some key cultural factors that teachers would benefit from knowing about Ukraine and an overview of the Ukrainian Education System - [How to Welcome Ukrainian Arrivals in UK Schools - YouTube](#). Further information about the Ukrainian Education System can be found here: [Education in Ukraine \(wes.org\)](#).

## Resources for Parents

From the Bell Foundation:

- a guide to give to parents about how to support your child who uses English as an additional language.
  - This is available in Ukrainian: [Guidance-for-Parents-Ukrainian UA.pdf \(bell-foundation.org.uk\)](#)
  - And also available in English (so you can see the advice given): [Layout 1 \(bell-foundation.org.uk\)](#)

- A guide explaining how English Primary schools work:
  - Ukrainian - [Guide-for-Parents-Primary-Schools\\_UA.pdf \(bell-foundation.org.uk\)](#)
  - English - [Guide for parents - Primary Schools \(bell-foundation.org.uk\)](#)

To support with language for parents:

- The Ukrainian Refugee Handbook – a phrasebook with useful phrases for new arrivals. The Ukrainian version is available here: [Startpage - Refugee Phrasebook](#)

Trauma support for Parents:

- A range of resources for supporting the mental health of Ukrainian's arriving into the UK are available at - [Guidance for supporting the mental health and wellbeing of displaced Ukrainians - Thrive LDN : Thrive LDN](#). This includes some free e-learning on supporting people who have experienced trauma and a workbook for those who have experienced trauma.
- **For parents or adult arrivals who are suffering from PTSD, they may self-refer for support using the following service - <https://www.vitahealthgroup.co.uk/news/faqs/how-do-i-refer-to-the-vitaminds-iapt-service/>**
- **Barnado's have also set up a free helpline which can support Ukrainians arriving into the UK.** It has access to both Ukrainian and Russian interpreters and can give advice and support for a range of issues as well as helping to arrange psychotherapy (offered alongside interpreters): <https://www.barnardos.org.uk/what-we-do/helping-families/ukrainian-helpline#:~:text=Call%20our%20free%20helpline%20on%3A%200800%20148%208586&text=In%20response%20to%20this%2C%20following,fleeing%20the%20conflict%20in%20Ukraine>

English Language Support at Home:

- There are *free* Ukrainian textbooks for teaching English available online– A few links to textbooks of early English that may be useful for you in supporting your child to learn English at home:
  - For Class 1 in Ukraine [«Англійська мова» підручник для 1 класу закладів загальної середньої освіти \(з аудіосупроводом\) Будна Т. Б. \(imzo.gov.ua\)](#) – you can download a PDF of the textbook and accompanying audio material by clicking on the two Ukrainian links at the bottom (picture to the right of the links).
  - Class 2 - [«Англійська мова» підручник для 2 класу закладів загальної середньої освіти \(з аудіосупроводом\) Будна Т. Б. \(imzo.gov.ua\)](#)
  - Class 3 - [«Англійська мова» підручник для 3 класу закладів загальної середньої освіти \(з аудіосупроводом\) Будна Т.В. \(imzo.gov.ua\)](#)
  - Class 4 - [«Англійська мова» підручник для 4 класу закладів загальної середньої освіти \(з аудіосупроводом\) Будна Т. Б. \(imzo.gov.ua\)](#)
  - This is just a few links but the website has access to many Ukrainian textbooks across all subjects in all ages - [Електронні версії підручників \(imzo.gov.ua\)](#)

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*This guide is continuously being updated as new resources and guidance becomes available. Please ensure you have the most up to date version. Many thanks to the following people who graciously shared their time and expertise in order to help to create this guide: Chrystina Pikhmanets, Anton Solomko, Anna Kalin, Ellen Bedenko, Mariia Dubyna, Dr Rob Sharples and Clare Peacock.*