Useful Links:

Ukraine school:
Ukraine School allows teachers to set homework, run class projects, message students, create blogs and calendars which are automatically translated into Ukrainian for children. Once work is completed, it is translated back into English or Irish for teachers to give feedback on.
https://www.ukraineschool.com/web

BCP Ukrainian page:
https://www.bcpcouncil.gov.uk/News/News-Features/The-humanitarian-crisis-in-Ukraine/English-classes-for-Ukrainians.aspx

Ukrainian and English books:
https://www.readinga-z.com/worldlanguages/ukrainian/leveled-books/

Lots of Ukrainian resources:
https://www.twinkl.co.uk/search?q=ukrainian+translate+to+english+for+children

Ukrainian keyboard - you can then translate to English using Google translate or lens:
https://www.lexilogos.com/keyboard/ukrainian.htm

Oak Academy Lessons *(can be translated into Ukrainian)*:
https://support.thenational.academy/is-oak-available-in-other-languages

Children's songs and rhymes from Ukraine:
https://www.mamalisa.com/?t=ec&c=152

Free resources for basic school words:
https://flashacademy.com/ukraine/

Great word lists:
https://www.supportservicesforeducation.co.uk/Page/24503

Welcoming refugees:
https://www.bell-foundation.org.uk/eal-programme/guidance/welcoming-refugee-and-asylum-seeking-learners/

Free reading resources:
https://www.badgerlearning.co.uk/blog/free-reading-resources-for-ukrainian-pupils

More books:
http://www.barabooka.com.ua/yak-dopomagati-dityam-u-zamknenomu-prostori/

More books:
https://www.ilteducation.co.uk/news-updates/polylino-is-now-available-for-ukrainian-refugees-to-use-with-their-family-for-free-in-the-uk/

General tips:

You may be anticipating that a student from Ukraine will shortly be joining your school or you may already be in the process of admitting a student into school.

1. Where possible admit the young person to school quickly. Make sure you've established all the languages spoken within the family and any previous educational experience. It's possible there will be some Russian or other languages spoken within the family which would open up greater possibilities in terms of multilingual resources than if Ukrainian alone is spoken. Try to establish the young person's level of literacy (This will depend on age and previous education). If they have literacy skills then a tablet or similar can be used for translation. You'll need to bookmark a Cyrillic keyboard and model how to paste from it into, for example, Google Translate (there's a link above - Lexilogos). If they are literate, you could also look at using dual language texts and if they can write, get them to complete a writing task in Ukrainian early on so their peers get to see that they can do it, just not in English yet.

2. Talk to the class they will be joining. You've probably already talked as a school about the war, so tell the class that a new pupil is coming from Ukraine and have a discussion about how we can welcome and be kind to them – they might not want to get lots of questions about the conflict or what has happened to them but it would be good if we could say hello in their language and think about what it would be like if we went to school and suddenly were not able to understand what everyone was saying.

3. Identify a group of empathetic children to be buddies – choose quite a few so they can buddy on a rota and you can have two buddies at a time – make sure they understand that their help is going to be most important during break and lunch and come up with a system to reward good buddying because otherwise motivation can flag after a little while.

4. Be aware that parents are likely to need help with understanding school systems and expectations. There are some useful guidance sheets for parents about the UK school system

5. Praise all attempts at communication (verbal and non-verbal) but don't put the young person under pressure to produce English. Consider the use of response fans or similar so the young person has a way to communicate basic needs immediately. Twinkl do a variety of communication fans - see link below

6. Group your new arrival with children who are empathetic and articulate – a talk triad with the new learner in the middle can be effective. Find as many ways as possible to include the young person – even if it's as simple as asking them to be one of the children handing stuff out in a lesson it's good to help them feel part of it all.

7. The priority to begin with is to make sure the young person feels welcome, safe and happy. Be aware that extended periods listening to a new language are very taxing, and the young person is likely to tire – recommend staff have stuff with low language demand in their back pocket that essentially gives the young person a bit of downtime when they are flagging – art-based activities often do the trick. Gradually increase the expectations around participation as you go, and do everything you can to make the learning as concrete as possible.

SEND and EAL - IPSEA advice:

Language, SEND, or both?

It's essential to understand as early as possible whether a child or young person's education needs stem primarily from language barriers or from unidentified special educational needs.

Unicef recommends that local authorities should promote broader training and dissemination of good practice in identifying special educational needs in refugee and asylum seeking children whose first language is not English. Their 2018 research found that, *"When children do not have English as their mother tongue, and have substantial gaps in prior learning, special educational needs can be obscured and may take longer to be recognised. Nonetheless, a small number of professionals interviewed had witnessed refugee or asylum seeking children's education constrained by late assessment linked to a persistent refusal to acknowledge that a child's lack of progress may not be accounted for by language difficulties alone."*

Schools have got a crucial role to play in relation to children with SEND arriving from Ukraine. They must ensure they are prepared to:

- Meet children's needs at SEN Support,
- Help families understand the legal framework for assessing and meeting the needs of children and young people with SEND,
- Support families to apply for EHC needs assessments and advocate for them as necessary,
- Facilitate interpreters,
- Signpost families to other sources of support, including SENDIASS and charities such as IPSEA.

We know that understanding the education rights and entitlements of children with SEND and navigating the system to obtain the provision and support they need is a challenge for most families. For a family that has newly arrived in the country from a war-zone, it is unimaginably difficult.

We urge local authorities and schools to be aware that, in addition to their recent trauma and language challenges, there will be children and young people arriving from Ukraine who also require special educational provision and support. The law is clear that this support must be provided.