



Welcome to the Autumn 2 EMAS Coventry Newsletter

We hope you will find this newsletter informative and helpful. If you would like to see anything in particular included in the next edition, then please email ideas to emasteachers@coventry.gov.uk

Using AI to support learners using EAL in the classroom

EMAS are offering an additional online CPD offered on **Thursday 6th February 3:30-5pm** with contributions from Beki Auld, EAL Co-ordinator Southfields Primary and Lewis Smith Barr's EAL Co-ordinator Barr's Hill secondary. Please sign up to the training by contacting our admin team on admin.emas@coventry.gov.uk or the EMAS teacher team emasteachers@coventry.gov.uk who will include you on the attendee list and a link to the MS Teams session will be sent out just prior to the CPD session.



Careers Information Session for new arrivals on Ukrainian Resettlement Schemes

The Westwood Academy hosted a careers information session for Ukrainian resettlement pupils and their families from across the city. The event was supported by Kenilworth Multi Academy Trust Careers Team who produced some comprehensive information on choices available during key secondary school transitions: Option choices in Year 9, Post 16 and Post 18 choices. Information leaflets were translated into Ukrainian and contact with all families was supported by Coventry City's

Migration Team. Bilingual support for the whole session was provided by Mariia Zoria, Ukrainian bilingual teaching assistant at The Westwood Academy.

The event involved several presentations on career guidance, opportunities available at Coventry College and accessible degree programmes at CU Coventry, Coventry University. Natali Dzhabiava and Niwaeli Boer from **Refugee Education UK** also came to offer their expertise on working with young people country-wide to break down barriers to choices available in the UK education system.



Late arrivals in Key Stage 4 and Post 16 provision

We are currently looking at provision for late arrivals in KS4 and accessibility of pathways Post-16. [Recent research](#) published by Refugee Education UK (REUK), with support from The Bell Foundation shows that accessing secondary education becomes increasingly difficult for newly arrived displaced adolescents and accessing a meaningful further/higher education place can also be challenging.

We will be hearing from Angel, an REUK youth advocate who arrived in the UK in Year 8 from Afghanistan, in our Secondary EAL Co Network meeting on Thursday 21st November 4:00-5:30pm at The Grace Academy.

EMAS is currently running a working party looking at provision for late arrivals in Key Stage 4 both in Years 11 and 12 and Post 16. If you wish to be part of the working party, please let us know:

emasteachers@coventry.gov.uk

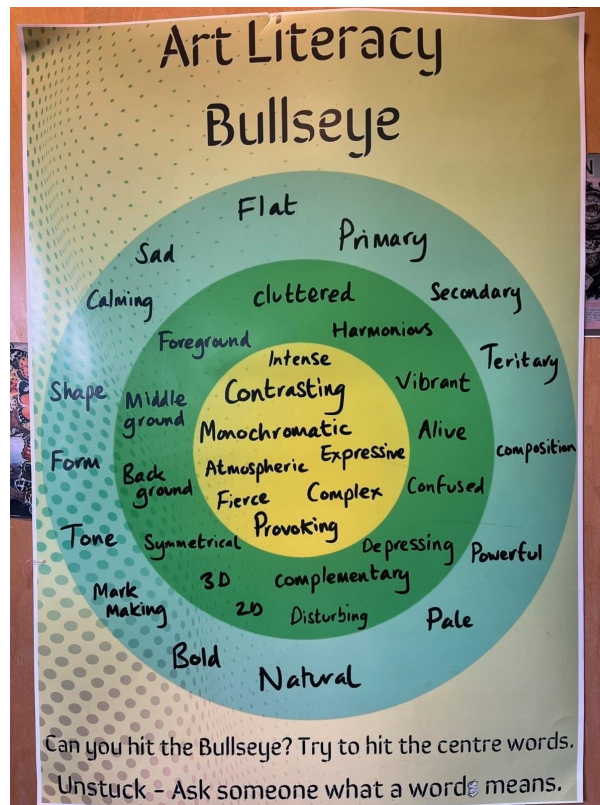


Sharing good practice



1 - Thank you to Coundon Court Secondary School for allowing us to share this example of one of their fantastic displays that promote inclusivity and celebrate diversity.

World Map representing the EAL Students' Countries of Origin



2 - Thank you to Caludon Castle Secondary for allowing us to share a great idea for supporting EAL learners to develop their academic vocabulary.

Applying for a School Place in Reception

Reminder to schools to **work closely with parents of new arrivals** to support school applications for reception places.

The applications process for children born between 1st September 2020 and 31st August 2021, opens on **1 November 2024** and the deadline for applying for a Reception place is **4.00pm on 15th January 2025**.

[How to apply for a school place – Coventry City Council](#)



Guidance on exam concessions at secondary level

The Joint Council for Qualifications (JCQ) has updated their guidance around application for a **bilingual dictionary with 25% extra time**.

An online application for a bilingual dictionary with 25% extra time must only be applied for by the EAL Co-ordinator or the SENCo where all of the following exist:

- the candidate's first language is not English, Irish or Welsh;
- **the candidate entered the United Kingdom within three years of the examination(s), is new to learning in English and does not have sufficient prior and current knowledge of academic English. The candidate may have been assessed on arrival as being new to English (Band A on the DfE scales) or in the early acquisition stages of language development (Band B on the DfE scales).**
- English is not one of the languages spoken in the family home†;
- prior to their arrival in the United Kingdom the candidate was not:
 - educated in an international school where some or the entire curriculum was delivered in English;
 - prepared for or entered for IGCSE qualifications where the question papers were set in English;
 - prepared in English for other qualifications, e.g. IELTS qualifications, Preliminary English Tests;
- the candidate has to refer to the bilingual translation dictionary so often that examination time is used for this purpose, delaying the answering of questions;
- the provision of 25% extra time reflects the candidate's normal way of working with the dictionary. (A definition of normal way of working is provided within Chapter 4, paragraph 4.2.5.)

Computer reader/reader

A candidate for whom English is an additional language may use a computer reader/reader. The computer reader/reader can help to support their reading in English. Previously, a candidate with EAL was not permitted this arrangement unless reading difficulties were present in their first language. However, this is no longer the case and the decision to provide reading support can be based on their difficulties with reading English and their normal way of working in the centre.

2024-25 Update to Assessing the need for Access Arrangements in Examinations, a practical guide. 7th ed.