Reasonable Adjustments for Unaccompanied Asylum-Seeking Children [UASC] in Education Settings.

Katie Matthews, Senior Inclusion Facilitator

Purpose and Aims

<u>Purpose:</u> to create a practical resource that can guide education settings to support Unaccompanied Asylum-Seeking Children [UASC].

Aim: to draw from the Keys to Inclusion.

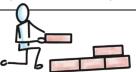
Findings

- A lot of the current research material is contextual.
- When attaining children's views, there was a theme of feelings of uncertainty.
- A big part of 'welcome' is to support understanding of differences, whilst educating to foster acceptance.
- There's limited information for 'how to'; how education settings can adapt and make reasonable adjustments to support UASC.
- Feedback indicated this resource is a helpful guide to possible adjustments for a school setting, and it highlights the key messages of welcome and being person-centred.

Methodology Research **Meeting Other Professionals Analysing Responses** Online research papers Virtual & face to face SCC refugee training: Refugees, war and conflict | Those working directly with UASC or **Suffolk County Council** Podcasts. videos. books leading training & initiatives in the area UASC & Refugee Trauma & mental health specialists Audit tool websites Adapting UASC resource to School representatives Welcome booklets tie in training content

Next Steps

- Meet with UASC to gather their opinions/perspective on the resource.
- Support education settings to implement the Keys to Inclusion through using this resource.







UASC Resource

This image showcases the UASC resource with guiding prompts, which are linked to the five key psychological principles. A blank version is also provided, to encourage supporting adults to add their own ideas based on discussions they have with the child and what's suitable for their setting. Along with relevant resources and links to further inform and facilitate the filling out of each section.

Safety / Security:

- Understanding and Acceptance
- Using a trauma lens:
 "Behaviour is communication"
- Creating a secure base (environment and relationships)



- Celebrating successes noticing strengths
- Opportunities to discuss cultural and religious practices



Belonging / Connectedness:

- Participation: school activities/groups/clubs
- Culture understanding differences and needs
- Creating supportive connections



- Relational approaches
- Emotional Literacy Support (ELSA)
- Sensory needs?



Sense of Choice and Control:

- CYP' voice/views?
- Breaking down tasks solution focused ways to working
- Growth Mindset



Reasonable Adjustments for UASC in our schools





