
Report to: Council

Date of Meeting: 24 October 2019

Subject: Vulnerable Persons Resettlement Scheme

Report by: Strategic Director (Place) and Strategic Director (People)

1.0 Purpose

- 1.1. This report seeks consideration of Clackmannanshire Council's continued participation in the resettlement of vulnerable persons (refugees). The UK Government has recently announced the extension of the scheme which has seen the Council work with partner organisations to resettle 24 families in the local community.

2.0 Recommendations

- 2.1. That the Council continues to participate in the resettlement of refugees and that:
- notes the success of Clackmannanshire Council's involvement the current scheme to re-settle Syrian refugees under the VPRS,
 - agrees to confirm to the Home Office its continued support for involvement in the extended scheme,
 - notes, if continued support is agreed by Council, that officers will suggest to the Home Office that Clackmannanshire Council could rehome four families a year until 2025.

3.0 Background

- 3.1. The UK Government in 2015 committed to resettle 20,000 refugees fleeing the conflict in Syria under the Vulnerable Persons Resettlement Scheme (VPRS). Clackmannanshire Council agreed to participate in the scheme and committed to providing assistance to 24 families.
- 3.2. The VPRS was to come to an end in 2020 but the UK Government has announced that it is to continue with a broadened scheme in future years. It is planned to settle in the region of 5,000 persons in the first year of operation across the UK.
- 3.3. The Home Office is seeking confirmation of continued support from Local Authorities.

4.0 Considerations

- 4.1. Under the current scheme Local Authorities are contracted by the Home Office to provide a range of services, (principally furnished accommodation, personal support for 12 months and English classes, again for 12 months), in return for the provision of funding. There is a requirement to provide access to interpreting services for a five year period. We have adopted a more robust support service to the resettled families, and are still providing housing support and English classes past the 12 month period as we feel that this method will enable the families to integrate more effectively into the Clackmannanshire community.
- 4.2. In all other respects, resettled individuals are to have the same access to services as any other UK citizen and there is no continuing specific Council responsibility beyond the five year agreement.
- 4.3. The sums provided by the Home Office under this agreement are sufficient to meet the costs associated with provision.
- 4.4. Settlement of the families in Clackmannanshire has caused minimal issues and there has been no identified reaction from the community. The families are settling well into the community and making good progress with their English. We have a number of individuals in employment and have had three new businesses opening with another one planned.
- 4.5. Housing and Education have developed closer working during the management of the scheme. Education has used its allocation of funding (£125,785 for 18/19) to develop a partnership model, based on the principles from the New Scots Refugee Integration Strategy 2018-2022 which was developed jointly by COSLA, the Scottish Refugee Council and the Scottish Government. The purpose of the partnership has been to improve learning and well-being outcomes for all Syrian refugee families re-settled into Clackmannanshire. A range of supports have been put in place for the children and families:
 - 1:1 well-being support for nursery and school aged children
 - Educational Psychologist's Intensive Therapeutic Service for trauma and loss
 - Community integration events
 - English language provision (formal and informal) for adults
 - Employability support
 - Supported family learning and homework activities
 - 1:1 language teaching support in schools
 - Mother and baby groups
 - Staff training in supporting refugee children

- Circle of Friends group for school age children
 - Targeted youth work and holiday programmes.
- 4.6. This has resulted in an increase in adults and learners participating in community programmes and accessing accredited ESOL learning; an increase in primary and secondary school pupils receiving targeted 1:1 English as an Additional Language Support; an increase in employability skills' and engagement in adults; volunteering in the community; improvements in attainment, achievement and well-being. This is evidenced by feedback from a range of hard and soft data, including qualifications data, feedback from Syrian families and professionals, trauma scores.
- 4.7. The work of the Education Refugee Team was recognised with a national award in 2019 by Scottish Government and is summarised in the report at Appendix 1. At a recent event organised by Education, two of the refugees shared their stories and positive experiences in Scotland. These stories are at Appendix 2.
- 4.8. COSLA and the Scottish Government have identified our model of delivery as one of good practice and the Senior Housing Support Officer has been asked to be involved in various good practice sharing protocol meetings. Most recently to visit Bute and meet with delegates from Sweden, Italy and Cyprus to discuss practices and exchange experiences of their management of the scheme. From this there will also be some future involvement in other meetings. We have built up a good working relationship with both COSLA and the Home Office.
- 4.9. In July this year members of the Education Refugee Team and Housing Support visited Dundee to learn more about their programme of support. Learning from this visit will be taken forward in our 2019/20 activity.
- 4.10. The resettlement of families into Clackmannanshire has been a success story. The families are on the whole happy and well integrated, and our funders and Scottish Government are impressed by our approach. We have been able to distribute funds to partners and have developed robust skills in working with this client group.

5.0 Finances

- 5.1. The last approved family under the scheme arrived in August 2019 and this has allowed us to more accurately project the costings of the scheme over its complete life, i.e. 2015/16 – 2023/24.
- 5.2. Total funding received for the period is expected to be £2,705,663. Predicted expenditure is expected to be £2,553,840. £151,823 is currently uncommitted and is available to respond to unanticipated demand over the remainder of the project.
- 5.3. There are no specific ongoing contractual liabilities in respect of the resettled families beyond the five year agreements with the Home Office. It should be noted, however, that the impact of trauma upon individuals may not become

apparent within this timeframe and there may be a future demand for specialist psychological support services.

6.0 Future Provision

- 6.1. The new scheme, though extended in terms of the geographic origin of persons covered, is to operate under the same principles and funding regime as the previous VPR scheme.
- 6.2. We feel we are well placed to continue to participate in the resettlement scheme having developed the skills and expertise over the preceding years.
- 6.3. The original decision to participate in the VPR scheme was in part influenced by the demographic challenges that Clackmannanshire is predicted to experience. These challenges have not gone away and the continued inward migration of families will help mitigate the situation.
- 6.4. Given the above it is recommended that:
 - we continue to participate in the scheme,
 - we seek to rehome four families per year till 2025,
- 6.5. Should, for any reason, the scheme be terminated before 2025 the Council's commitment would come to an end.
- 6.6. Should there be any significant reduction in funding for the scheme Council will be notified and a decision sought on continued participation.

7.0 Conclusion

- 7.1. It is recommended that Clackmannanshire Council continues to participate in the resettlement of refugees. Playing our part in tackling this humanitarian crisis provides demographic benefits to the Council at a cost neutral position to the council. The community has also in the main been supportive of our efforts.

8.0 Sustainability Implications

None

9.0 Resource Implications

9.1. Financial Details

- 9.2. Finance have been consulted and have agreed the financial implications as set out in the report. Yes

9.3. Staffing

- 9.4. Staffing requirements are funded via funds provided by the home office.

10.0 Exempt Reports

10.1. Is this report exempt? Yes (please detail the reasons for exemption below) No

11.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please click on the check box)

Clackmannanshire will be attractive to businesses and people and ensure fair opportunities for all

Our families, children and young people will have the best possible start in life

Women and girls will be confident and aspirational, and achieve their full potential

Our communities will be resilient and empowered so that they can thrive and flourish

(2) **Council Policies** (Please detail)

12.0 Equalities Impact

12.1. Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes

No

13.0 Legality

13.1. It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

14.0 Appendices

14.1. Please list any appendices attached to this report. If there are no appendices, please state "none".

Appendix 1 – Education Refugee Team Annual Report 2018/19

Appendix 2 – Refugee Stories

15.0 Background Papers

15.1. Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered).

Yes


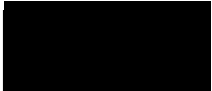
No

(please list the documents below)

Author(s)

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Approved by

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**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann

Education Refugee Team Annual Report April 2018 – March 2019

Introduction

Over the past three years Clackmannanshire has welcomed over 20 Syrian refugee families into the authority. Data showed that these children and their families were finding it extremely challenging to adapt to their new surroundings and educational settings. All of these families were potentially very vulnerable due to communication barriers, social isolation and experience of trauma and loss.

Recognising these challenges and using quality improvement methodology to support the design, implementation and evaluation of the project, the Education Refugee Team was implemented to provide an innovative service delivery model to improve well-being and learning outcomes for all Syrian refugee families.

The **Team** consists of:

- Education Community Learning Development
- Clackmannanshire Schools Support Service Outreach
- Inclusion EAL (English as an Additional Language)
- Education Psychologists

The aim of the Education Refugee Team is ***'to improve learning & wellbeing outcomes 100% for all Syrian refugee families re-settled into Clackmannanshire by June 2020.'***

The project is partnership-based and has implemented a range of supports at different levels including:

- sensory-led, 1 to 1 well-being support for nursery & school aged children
- direct 1 to 1 EAL support
- Educational Psychologist's Intensive Therapeutic Service for trauma & loss (Eye Movement Desensitisation & Reprocessing - EMDR therapy)
- community integration events
- ESOL provision (formal and informal) for adults
- employability support
- supported activity and homework programmes
- enhanced Primary 7 transition
- delivery of staff training in supporting refugee children
- 'Circle of Friends' groups for school aged children
- Targeted youth work & holiday programmes
- Refugee mother & baby groups

The successful development of this partnership model has embraced a holistic, needs led approach to build capacity amongst young people where vision and innovation are key. The project has made a vast impact in ensuring refugee families' well-being & learning needs are being met, and that they are being signposted for further support where necessary. It has been creative and ambitious at every opportunity, in driving forward change in outcomes for Syrian refugees integrating into Clackmannanshire and adapting to living in Scotland.

This annual report highlights the support and interventions delivered by the Team over the past 12 months. It documents the outcomes, feedback from service users, spend during this period, and our next steps for the coming year 2019 -20.

Story board

Working Together to improve learning & wellbeing for refugee families

Kate Gibney, Education Refugee Team Co-ordinator, Clackmannanshire



RATIONALE

Over the past two years Clackmannanshire has welcomed 20 Syrian refugee families into the authority. The children of these families have found it extremely challenging to adapt to their new surroundings and educational settings. The Education Refugee Team was established to provide an innovative service delivery model to improve well-being and learning outcomes for all Syrian refugee families.

AIM

To improve learning & wellbeing outcomes 100% for all Syrian refugee families re-settled into Clackmannanshire by June 2020

Method

The children and young people were potentially very vulnerable due to communication barriers, social isolation and experience of trauma and loss. The Education Refugee team used quality improvement methodology to support the design, implementation and evaluation of the project.

Process Change

Aim	Primary Drivers	Secondary Drivers
To improve learning & wellbeing outcomes 100% for all Syrian refugee families re-settled into Clackmannanshire by June 2020	Partnership based approach	<ul style="list-style-type: none"> Adult ESOL provision Targeted 1 to 1 EAL support for pupils Targeted 1 to 1 wellbeing support for pupils Staged of intervention for assessment of need in schools Educational Psychologist Service's Intensive Therapeutic Service Community integration support Housing
	Funding	<ul style="list-style-type: none"> Staffing: <ul style="list-style-type: none"> EAL provision Wellbeing provision ERT co-ordinator ESOL provision Interpreters Viewpoint Resources
	Measures	<ul style="list-style-type: none"> EAL specific measures Intensive Therapeutic Service screening tools ESOL specific measures Strategic planning and reporting document for adult ESOL provision School based measures of pupil progress

This model has completely changed the way Syrian refugees are supported within the authority with a co-ordinated 'Team Around the Family' approach and clear pathway of support in practice, where well-being and learning needs are being highlighted and prioritised amongst all professionals supporting these children & families.

Successful interventions have included:

- Sensory-led 1-2-1 well-being support for children & young people
- 1-2-1 EAL support for school aged pupils
- Community integration events
- Supported activity and homework programmes
- Enhanced P7 transition
- Employability support
- ESOL provision for adult learners
- Targeted youth work and holiday programmes
- Refugee mother & baby groups

Achievements

Improved, needs led targeted support for children and families has led to an increase in school attendance and engagement, increased participation & accreditation in adult learning and an increase in employment/volunteering. There has been very positive feedback from the families involved.

Results

113% increase in learners (adults & children) voluntarily participating in community programmes supporting integration
49% increase in adult learners accessing accredited ESOL learning.

78% increase in Primary aged school pupils receiving targeted 1 to 1 EAL support

44% increase in Secondary aged school pupils receiving targeted 1 to 1 EAL support.

Feedback from participants

I can make appointments for me and my child myself

Helped my integration into Scottish society, stopped us feeling lonely, sad and depressed

Helped my confidence

Conclusions

The successful development of this partnership model has embraced a holistic, needs led approach to build capacity amongst Syrian families where vision and innovation are key.

Staff now regularly link in with all members of the individual families to gain their knowledge and insight into how best to develop this collaborative project. Families have also been involved in the delivery of staff training rolled out in schools.

The project has made a vast impact in ensuring refugee families' well-being & learning needs are being met, improving support and leading the way in refugee provision within Scotland.



Further information contact: Clkgibney@glow.sch.uk

Family of Measures for QI Planning

Predictions

- Increase employability skills
- Increase adult engagement with further education
- School attendance and attainment will improve
- Engagement in school education with increase
- Wellbeing will improve
- will reduce

PTSD scores

Measure name	When collected	Who collects	Data type (qualitative/quantitative)	Measure type (outcome, process, balancing)
EAL pupil profile of competence	Twice a year	EAL teacher	Quantitative	Outcome
Intensive therapeutic service (CROPS, PROPS, LITE)	Pre & post intervention	Educational psychologists	Quantitative	Outcome
Observation of adult ESOL skills (needs analysis)	Termly	Community Learning Development	Qualitative	Process
Adult individual education plans	Pre, during & post	Community Learning Development	Qualitative	Outcome
Monitoring of attendance for wellbeing & EAL support	Weekly	EAL teacher/ wellbeing support worker	Quantitative	Process
Observation of pupil wellbeing	Weekly	EAL teacher/ wellbeing support worker	Both	Outcome
Monitor engagement of pupils in wellbeing sessions using the Leuven Scale	Pre & post intervention	Wellbeing support worker	Quantitative	Outcome
Monitor engagement of pupils in EAL sessions	Pre & post intervention	EAL teacher	Quantitative	Outcome
Monitor of school attendance, behaviour profile & academic attainment	Pre & post intervention	School	Quantitative	Outcome
Attendance at Forth Valley College ESOL courses by adult learners	Weekly	Community Learning Development/Housing	Quantitative	Outcome
Engagement of adults & children at community	Termly	Community Learning Development	Quantitative	Process

Quality Improvement Plan

What are we trying to accomplish?

The increasing number of Syrian refugee families being re-settled into Clackmannanshire required a partnership approach to provide an innovative service delivery model to improve wellbeing & learning outcomes for all Syrian refugee families.

How will we know that a change is an improvement?

- Feedback from Syrian refugee families
- Feedback from professionals
- Data (see measurement plan)

Aim

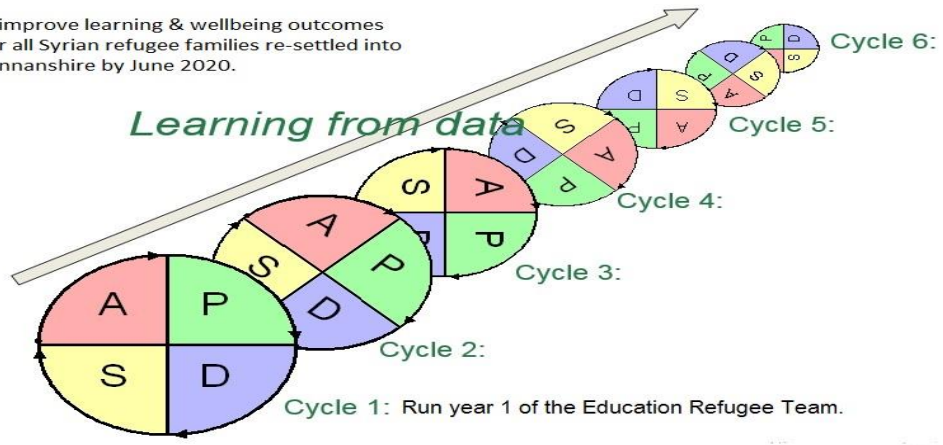
To improve learning & wellbeing outcomes 100% for all Syrian refugee families re-settled into Clackmannanshire by June 2020.

Measures

See measurement plan.

Plan	
<i>List the tasks needed to be set up this change (i.e. how will we do it?)</i>	See driver diagram.
<i>Predict what will happen when the test is carried out (i.e. what do you think will happen?)</i>	<ul style="list-style-type: none"> - Increase employability skills - Increase adult engagement with further education - School attendance and attainment will improve - Engagement in school education with increase - Wellbeing will improve - PTSD scores will reduce
Do	
Describe what will happen when you ran the test?	Still in this phase.
Study	
Describe the measured results & how they compared to the prediction	
Act	
Describe what modifications to the plan will be made for the next cycle	

Aim: To improve learning & wellbeing outcomes
100% for all Syrian refugee families re-settled into
Clackmannanshire by June 2020.



Driver Diagram

Aim	Primary Drivers	Secondary Drivers	Tasks
<p>To improve learning & wellbeing outcomes 100% for all Syrian refugee families re-settled into Clackmannanshire by June 2020</p>	<p>Partnership based approach</p>	<ul style="list-style-type: none"> • Adult ESOL provision • Targeted 1 to 1 EAL support for pupils • Targeted 1 to wellbeing support for pupils • Staged of Intervention for assessment of need in schools • Educational Psychologist Service’s Intensive Therapeutic Service • Community integration support • Housing 	<ul style="list-style-type: none"> • Pull together existing interventions into co-ordinated plan for support • Liaise closely with Housing • Create education guidance for supporting Syrian refugees • Monthly Education Refugee Team Meetings • Monthly Viewpoint meetings • Termly management strategic meeting • Create joint measurement plan • Deliver interventions
	<p>Funding</p>	<ul style="list-style-type: none"> • Staffing: <ul style="list-style-type: none"> - EAL provision - Wellbeing provision - ERT co-ordinator - ESOL provision • Interpreters • Viewpoint • Resources 	<ul style="list-style-type: none"> • Use co-ordinated plan to identify project team • Identify appropriate resources
	<p>Measures</p>	<ul style="list-style-type: none"> • EAL specific measures • Intensive Therapeutic Service screening tools • ESOL specific measures • Strategic planning and reporting document for adult ESOL provision • School based measures of pupil progress 	<ul style="list-style-type: none"> • Liaise with Educational Psychologist Service regarding use of Viewpoint • Weekly, mid & long term planning • Monitor attendance at adult ESOL classes & targeted youth work programmes • Monitor attainment • Monitor engagement of pupils in wellbeing & EAL sessions • Monitor school attendance • Behaviour profile

Adult learning

Driver

Improvement in attainment, particularly in literacy and numeracy.

Intended impact

Learners will progress to college, employment, volunteering and training reporting that their confidence has increased within the wider community. Families are more confident about engaging with schools and supporting their child's learning.

Education Community Learning Development offers English for Speakers of Other Languages (ESOL) for every Syrian refugee adult learner. Programmes have been developed in-line with SQA 'ESOL Introduction to Beginners Literacies' (Level 1 and 2); and SQA National Level ESOL 2, 3 and 4. On-site crèche facility is available for pre-school children. This has proven to be successful in reducing barriers to learning, where a lack of child care may have impacted on attendance at the ESOL provision.

Community integration programmes are also supported by the CLD service.

ESOL

From April 2018 - March 2019, 39 adult learners have engaged in Syrian ESOL programmes of learning. Community based ESOL provision sustains a minimum of eight hours per week.

Prior to April 2018, 12 learners had progressed to Forth Valley College for accredited national awards in ESOL. This year, an additional 7 learners progressed to Forth Valley College bringing the total learners accessing accredited national awards to 19 (49%).

Out of the 19 learners accessing Forth Valley College:

- 11 are now working at National Level 2 ESOL.
- 5 have progressed to National 3 ESOL.
- 3 have progressed to National 4 ESOL.

Community programmes

- This year 19 learners (49%) have engaged in various additional community programmes supporting their integration.
- There has been an increase from five to eight learners (8%) engaged in volunteering within the community.
- A supported homework club is facilitated weekly for school aged children to attend, accompanied by their parents.

Driving licenses

Obtaining a UK driving license is a high priority for many of the learners as this assists with their integration, whilst offering them increased independence. Specific driving related language sessions are now being offered by Education CLD.

- From April 2018 – March 2019, 3 learners passed their driving test. Therefore 6 out of the 39 learners (16%) now hold a full UK driving license.
- A further 15 learners have been working towards obtaining their driving license.
- Out of the 15, 7 learners (47%) have passed their driving theory test.

ESOL holiday programmes

- Programmes are delivered during school holidays (Easter and summer), which allows learners to 'touch base' with ESOL staff. This allows adult learners to revise their ESOL learning whilst having the opportunity to experience 'informal' ESOL opportunities; e.g. visits to local cafes and tourist attractions.
- Some older children opt to accompany their parents to these informal 'ESOL' sessions.
- During school holidays, their children (of all ages) can attend the on-site crèche. This allows the children to socialise and engage in structured play with peers.
- Some older children opt to accompany their parents
- Upper primary and secondary aged children can be referred to CLD's wider holiday programme which includes outdoor activities and creative arts.

Anecdotal feedback from adult learners:

How has attending Education CLD ESOL classes helped you?

"talk to other mums in the playground and at school"

"make appointments for me and my children, by myself"

"with my children's homework"

"talk to bus and train drivers about travel"

"go shopping"

"deal with people"

"with my confidence"

"helped my integration into Scottish society, stopped us feeling lonely, sad and depressed"



Adult Learning Case Study

Learner A arrived in the UK in the summer of 2017 with very little English and could not hold a conversation with anyone. They required an interpreter to support their formal ESOL learning and commenced with 'Emergency English' which consisted of basic English phrases, comprehension and pronunciation of their own personal information and important signs and symbols they would require initially in the community. This immediate period was made more difficult for Learner A due to their children being so upset at leaving them and thus making it extremely difficult to access the on-site crèche provision. The family had to at times split their time during ESOL with the crèche to help settle their children.

During 2017 – 2018 they were extremely motivated to learn and progress with their English ability quickly, thus working extremely hard to achieve. In line with the SQA ESOL assessment criteria they advanced from Beginners Literacy level ESOL to National 2 level ESOL. They were keen to obtain any extra ESOL support that we could offer, attended regularly and were clear on areas they needed to develop in which meant support was tailored to their needs.

Throughout this period they constantly highlighted how much they missed working as they worked full time in Syria. During 2018 they began to consider what would be required to start their own business in Scotland. They accessed additional ESOL support to allow them to work towards and subsequently pass their driving test, started volunteering in a local business and obtained formal guidance via New Enterprise Allowance with the long term goal to set up on their own.

At the start of 2019 their own local business became a reality, which has allowed them to meet new people and establish friendships in the local community. Their passion, determination and commitment to learning and progression in Scotland have been the key driving factors in making such quick progress and their ultimate success.

Employability

Four Syrian refugees are now in full / part time employment, this figure has doubled from the previous year.

- 2 have jointly opened their own business in Alloa town centre.
- Another is in the process of establishing their own business due to open in Alloa town centre in April 2019.
- 3 are in employment within Clackmannanshire



Education Psychologist Team

- **Intensive Therapeutic Service** - Education can refer pupils who are struggling with trauma and loss. Support is delivered through Eye Movement Desensitisation & Reprocessing (EMDR) therapy.
- **Consultation service** – Educational Psychologists are available to offer advice and strategies to best support pupils' educational placements.
- **Learning assessments** – if required Educational Psychologists are able to carry out learning assessments.

Educational Psychology Service can offer consultation and direct assessment and intervention where appropriate to support refugee pupils' educational progress through the Team Around the Child (TAC) and Staged Intervention Processes.

Early Years and School Education

Driver

Pupils fully engaged in learning whilst well-being needs are prioritised.

Intended impact

Pupils are improving their English language and achieving their learning targets, whilst building confidence, self-esteem and developing resilience.

From April 2018 – March 2019, 47 Syrian pupils accessed Clackmannanshire education establishments:

- 9 within nursery placements
- 27 within primary placements
- 9 within secondary placements
- 2 within specialist provision

All pupils are placed on staged of intervention level 3 on arrival into Clackmannanshire. They remain on a minimum of SOI level 2 throughout their educational placements, in accordance with the Additional Support for Learning Act (Scotland 2009).

Out of the 47 pupils, 32 (68%) are living with SIMD deciles 1 and 2.

Targeted 1 to 1 intervention:

English as an Additional Language (EAL) Support

1 to 1 EAL support has been provided from April 2018 – March 2019 for:

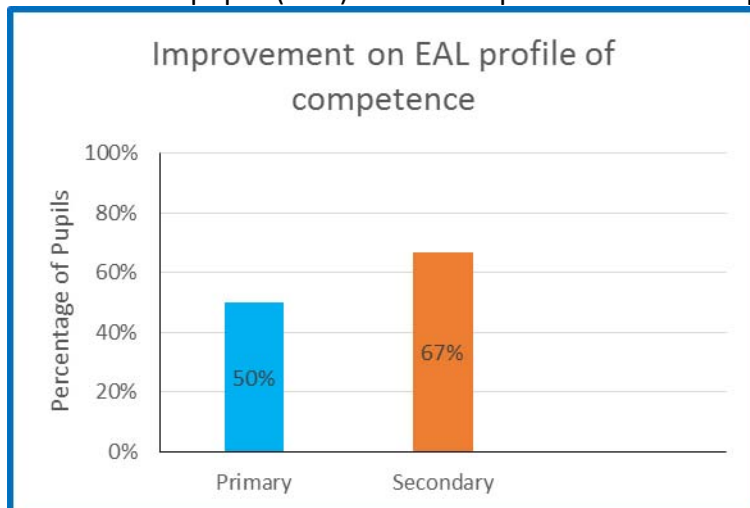
- 1 nursery pupil (only on a consultative basis)
- 20 primary pupils
- 3 secondary pupils

Primary

10 out of the 20 pupils (50%) showed improvement on EAL profile of competence.

Secondary

2 out of the 3 pupils (67%) showed improvement on EAL profile of competence.



Well-being support

Weekly 1 to 1 sensory-led wellbeing support has been provided from April 2018 – March 2019 for:

- 9 primary pupils
- 8 secondary pupils
- 1 pupil in specialist provision

Primary

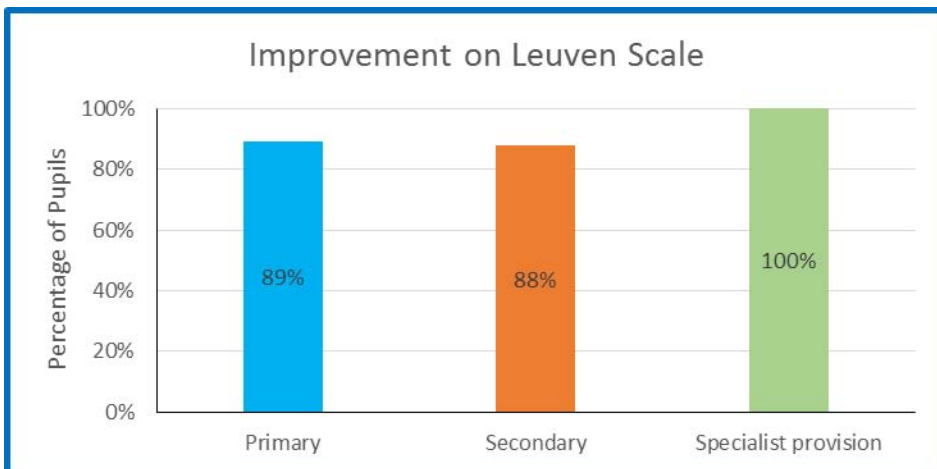
8 out of the 9 pupils (89%) showed improvement on the Leuven well-being scale.

Secondary

7 out of the 8 pupils (88%) showed improvement on the Leuven well-being scale.

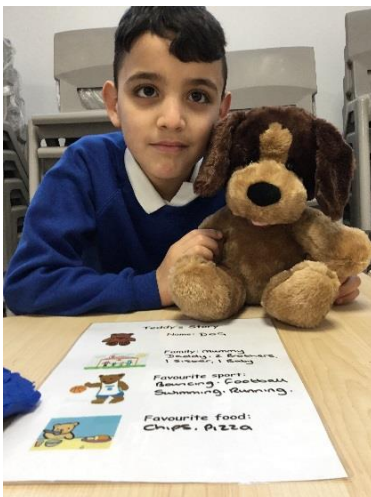
Specialist Provision

The Pupil has shown improvement on the well-being scale.



Pupil feedback

100% of pupils stated when asked that well-being support had a positive impact on them.



School Pupil Case Study

Pupil X is a 14 year old female Syrian refugee pupil who arrived into Clackmannanshire 3 years ago. She lives with her mother and younger sibling. Her parents separated before war broke out in Syria, and her father still resides in Syria. During her first year within education she presented as being disengaged with learning and extensive well-being concerns arose. Barriers to learning included:

- Communication difficulties – no English language at all
- Gaps in learning
- Learning difficulty
- Socially isolated
- Chronic trauma
- Victim of cyber blackmail/ vulnerable to online risk taking
- Low self esteem
- Significant grief and loss
- Issues with sleep
- Health condition

Through a co-ordinated team around the child approach, the following interventions were put in place in order to engage Pupil X in learning and improve her well-being:

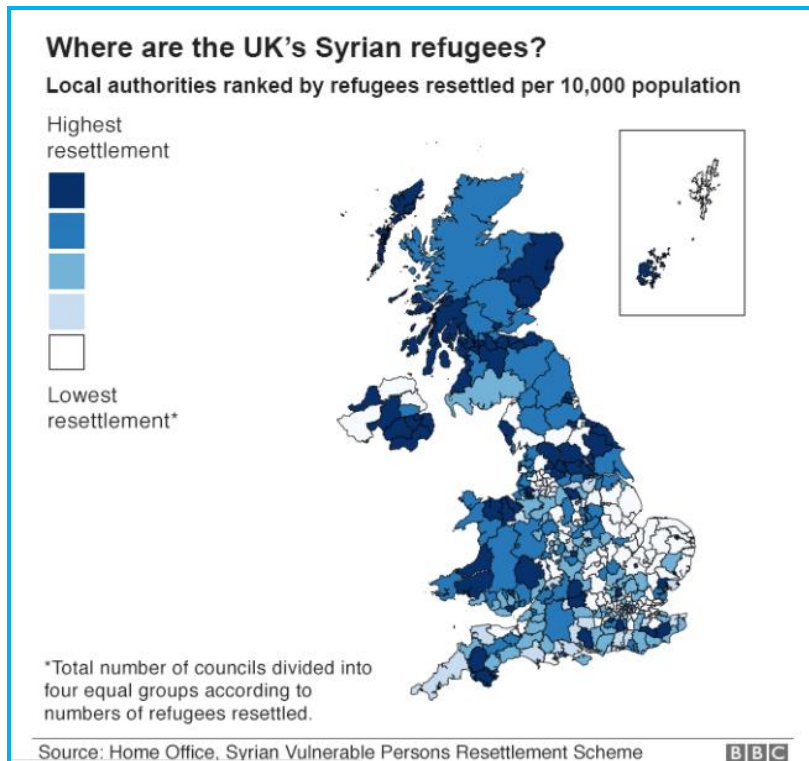
- Learning assistant support to access mainstream classes
- Access to small group education facilitated by the education establishment's pupil support team
- Targeted EAL 1 to 1 support from EAL teacher
- Targeted 1 to 1 well-being support from Outreach Support
- Psychological Service Intensive Therapeutic Service – EMDR
- Targeted youth work 1 to 1 and group work programmes facilitated by Community Learning Development
- Cognitive learning assessment by Educational Psychological Service
- Health assessment by the school nurse
- Internet safety awareness session facilitated by the Community Police Officer
- Lunch clubs facilitated by Pupil Support/Outreach
- Referral to Intensive Family Support Team (Child Care Services) for targeted family support

The outcome of this support has been that Pupil X is now fully accessing education. She presents far more motivated and enthusiastic within school. Her self-esteem, confidence and overall well-being has improved.

Budget and Spend for this period (Education only)

Item	Cost
Staffing	£120,907.83
Mileage	£ 1350.00
IT equipment	£ 282.00
Teaching materials	£ 100.00
Interpreting services	£ 2199.00
Staff training	£ 950.00
Total	£125,785.00

Comparative Terms



Top five intake of Syrian refugees relative to population within the UK (over 9 per 10,000 population):

- Clackmannanshire, Scotland
- Gateshead, England
- Argyll and Bute, Scotland
- Hartlepool, England
- Pendle, England

Clackmannanshire currently has 19 re-settled Syrian refugees per 10,000 population.

Looking forward to 2019-20

- Plan for the arrival for the confirmed arrival of 4 new families, and the possibility of further families arriving.
- Develop a digital micro learning tool for all education staff supporting Syrian refugee families.
- Plan for how integration support will continue past June 2020 when existing funding sources cease.
- Integrate learning and practice into the Additional Support Needs Strategy and Action Plan and Scottish Attainment Challenge Exit Strategy.
- Plan with Social Work and Housing on an integrated model of Family Support.
- Explore co-creation of employability and post-school pathways with ClacksWorks and third sector partners.
- Present NIF stand up to Education staff at Kilncraigs.
- Include in Annual NIF Report as a case study.
- Share report with Housing.

THE TRAGEDIES OF WAR

I have been asked to write about a difficult or emotional experience. Most people think they have one or two hard experiences in their life but in fact I have had a lot in my childhood. I will not only speak about my own personal suffering, but I will speak about the suffering generally - of all the people in the war in Syria. This war created devastation; not only the destruction of buildings but also the spirits of the people. Both were broken – many beyond repair. This war especially affected all the children.

The war made education difficult because the army closed the schools sometimes for one or two months. Also, it was not safe for children to leave home. Some parents thought if they sent their children to school maybe they would be hurt by a stray bullet or maybe someone would kidnap them, so they kept their children at home. Throughout the whole world when children know they cannot go to school they feel so happy; when the children in Syria know they cannot go to school they know something bad has happened. Some children are denied the right to education because they move to another country and the schools do not welcome them; other schools do welcome the children but only if they have money and most people who move do not have money. This has a huge effect on the children.

What affects children the most is being separated from their family. Lots of children are forced to leave someone from their family and this is very hard for them but if you leave someone, there is hope to see them again even if the hope is very small. It is a small flame that keeps burning – even though sometimes you can hardly see it. The

hardest is to lose a person who is dear to you. This means that there is no hope to see this person again. There is no flame. No hope. I am not just speaking about losing someone from a family; I mean if you lose any person, for example a friend or a neighbour or any one you are close to you. The idea that this person was beside you one minute and gone the next is very hard to understand and accept. This feeling is particularly hard for children. Everyone needs a glimmer of hope to keep them going.

Every parent's nightmare is losing a child. Every parent wants to keep their children safe. For some parents one way to do this in times of war is moving or travelling to another country. It is very hard to decide to leave your own country or your home and abandon all the beautiful memories, but if you want to escape from war with the least damage you must do this. When you move to another country it is very hard to start a new life, because you must find a new job and a new home and adapt to the country. Adapting to the country also means learning a new language and this is the hardest thing. You also have to learn everything about this country and its culture to be able to integrate into this new society. European countries and Arab countries are hugely different in terms of culture, language and law. I know this from my own experience. On top of all this, when you move to a new country the hardest thing is to build a new life in a country that doesn't want you and tries to expel you. Often people treat you with disrespect and they take away your rights. However, you stick with it, not because you love it, but because it is your only chance to live in safety. Some people are even willing to live in humiliation in exchange for safety. There are so many hurdles to cross that often it all becomes exhausting and sometimes you just want to stop running.

The people have not only escaped from war and destruction; they have escaped from death. At the beginning of the war lots of people

were afraid of dying. They were frightened to go to sleep in case they didn't wake up in the morning. Many also feared dying from hunger. Because there were no jobs there was no money so no food. Every day people felt close to death. This feeling seeps into every fibre of your being. It is inescapable.

People who never experience war can never feel this terror. They can't feel what it is to be so close to death on a permanent basis or to feel permanently hungry and they can't find food to eat. They can't understand the feeling of losing a home or longing for someone dear to you. They can't feel the way a mother feels when she loses her son in front of her eyes. The hardest feeling is to wait for people to return to you: you know in your heart that they will not return, but you put this in your head to try to stay alive without them. People don't know how much suffering and pain the war has caused; if I spoke about all these feelings for years and years, they still wouldn't understand what I mean.

From my experience in the war in Syria I have come to know some of these feelings. I can't understand all of them because I stayed in the war just four years then my family and I left with fewer losses than other people. Some people are still suffering from the pain of war even now. War is a three-letter word but it bears all the meanings of conflict, disputes and murder. If you saw just one day of war, you would ask god never to show you war again. The biggest problem of war is that it solves nothing and just leaves people dead – both literally and metaphorically. I hope that no one else has to suffer the effects of war. I hope that people try to understand that those who left the war have been forced to do so and that all they ask for is compassion.

Dima's Story – from Syria to Scotland

In Syria we were surrounded by the smell of death from everywhere. There was a kind of battle inside each of us between the life and death. At the time when we felt that the life has become impossible, and thought that we may lose our children or those who we love around us, we decided to leave our country, and that was the most difficult decision to make back then. This happened because of the intense air and ground shelling and the suffering we had experienced, which made the situation difficult to endure.

I still vividly remember my last moments in my country, I remember when my husband came to me and said “ the time has come to leave our home, we cannot carry anything with us to Lebanon, as we will not settle there for a long time, as soon the war is over we will return home”. Back then, I had only two little girls, one of them was only 20 days old. It was a difficult decision to give a birth while we were at the heart of war, but this happened. I carried my baby girl and put in a small bag with some clothes for my children. We had not pay any attention to ourselves; me and my husband, only our children were in the centre of our attention.

Me and my husband were extremely afraid since we did not know our future, and we did not whether we would be able to cross the border safely towards Lebanon. After a hard journey we could arrive in Lebanon, but Lebanon was not a good place to live in, although we felt safe to some extent.

After we arrived in Lebanon, we had begun a new journey, a journey of finding a job to live on. With difficulties my husband could finally find a job of low income, but we could manage to rent a house of which I was certain that the house was very bad but I found it safe to live in. the most difficult feeling is when you decide to leave your home and live in another country where people do not welcome you (or hate you), this is what happened to us in Lebanon.

Over the time we lived in Lebanon we attempted several times to leave Lebanon, but without success as back then no country was ready to receive Syrian refugees, as well as we did not have our passports in the hand, therefore we decided to stay in Lebanon despite of all the humiliation we had faced there.

Later, we were lucky to have our family picked up to be taken out of Lebanon and settled in Scotland. I think this was the biggest and the greatest stage of my life and of the future of my children. Indeed, we arrived in Scotland, on our arrival everything was strange to me in the beginning, streets, buildings, people, culture, tradition, and the most important one the language.

No one can imagine our feeling at that time when we had to do an important thing in our daily life, such as having an appointment with a doctor, or giving help to our children at school, as we were unable to understand what the other person is saying.

Now I can remember my first morning in Scotland when I woke up with a weird feeling, asking myself; where are we? What is this house? Where

on earth are we? To where this road may go? I can say everything was strange.

However, people here are very friendly; they help us to be integrated with the local community, especially the supporting team of the council which helped us to know our rights and duties in this new country.

Special thank you goes to the education team of Clackmannanshire Council who have helped us to improve our language. With their help we can now communicate in English after it was impossible.

Now we dream of a better future, with the help of people around us we can fulfill all our dreams. From the bottom of our hearts, thank you United Kingdom.

