What Impact will the Nationality and Borders Act have on the educational outcomes of refugee and migrant pupils?

Refugee and migrant children are some of the most vulnerable pupils within the country's education system. For multiple reasons, they encounter significant barriers while in education, often harming their educational outcomes and limiting their future career paths and earnings later in life. While some of these challenges begin abroad, many are unfortunately a product of UK immigration policy and some due to its education policy. More work must be done to integrate and support these pupils effectively.

The Nationality and Borders Act, signed into legislation in April 2022, has created great debate over the UK's approach to and treatment of those entering the country. Headline criticisms around the Act include concerns around its departure from international convention and possible incompatibility with international law, and the creation of a two-tier system for refugees, which will penalise those who enter the UK through unofficial routes and increase the precariousness of their situations. Given children account for 25% of all those seeking asylum in the UK, the Act is likely to have an impact on many children being educated in the UK. No matter their status, these children have the right to access full time education while in the UK.

Previous EPI research[1] has demonstrated that asylum-seeking and refugee pupils incur a similar attainment penalty to the one faced by socio-economically disadvantaged pupils, equivalent to around 17.3 months of learning. Unaccompanied asylum-seeking pupils (UASC), however, were highlighted to suffer an attainment penalty equivalent to 37.4 months of learning, in comparison to non-migrant pupils. This has been estimated to be a similar attainment penalty to that faced by pupils with special needs who have an educational health and care plan (EHCP).

While the exact impacts of the Act on children in education are yet to be made clear, it is feared that it will result in children spending even longer periods waiting for their legal status to be resolved and remaining subject to disruptive relocation decisions made by the Home Office. This will exacerbate the difficulties these children encounter when seeking to access education services, such as securing a place in school, college or university, and heighten the challenges they face when they do reach their learning environments. What is clear, however, is that the landscape for refugee and migrant pupils in the UK is changing, and there is an ethical responsibility for all those involved in education to better support this vulnerable group of children to succeed in education and enter the world of work.

In Spring 2023, the Education Policy Institute partnered with the Paul Hamlyn Foundation to conduct a roundtable and webinar on this topic, to heighten understanding of the barriers these children face and explore potential solutions to improve their time in education. This summary paper outlines the key topics that were discussed across the two events, illustrating the difficulties faced by this vulnerable group of children and setting out perspectives on policy solutions for educational settings, the wider sector and policy makers and officials that might better support their learning. Since these discussions occurred, the Illegal Migration Bill has been announced and there are fears that this

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[1] https://epi.org.uk/publications-and-research/the-educational-outcomes-of-refugee-and-asylum-seeking-children-in-england/

legislation will exacerbate some of the issues raised during the events. The policy pointers below may need to be amended in any future work in this area in light of changing legislation.

We are grateful to the Paul Hamlyn Foundation for their support and to all participants for their contributions.

A note on terms

This paper uses the definitions of refugee and asylum seeker as set out by Amnesty International[2]. The discussion focused predominantly on refugee and asylum-seeking children and young people but expanded to cover all migrant pupils, particularly when thinking about supporting children with English as an additional language (EAL), teaching in a multi-lingual or -cultural classroom and inclusive induction policies.

Current Difficulties Accessing Education

For many refugee and asylum-seeking pupils, there are many hurdles to overcome in the process of accessing education, before even arriving in a classroom.

To contextualise the discussion, one attendee shared figures showing there is already a significant backlog of asylum applications; at the end of 2022, there were 166,261 cases waiting for decision[3]. Wait times for case resolution were shown to have increased from an average of 3-6 months in 2015 to 2-3 years in 2022, with an average waiting time of 441 days for a decision for UASC specifically. The number of children awaiting an initial decision on their asylum claim for more than a year increased more than twelve-fold from 563 children in 2010 to 6,887 in 2020.[4] 4 in 5 cases are eventually granted the right to remain in the UK.

Although all children have the right to access education, no matter their status, the waiting times for decision have a knock-on effect in delays to access education. Refugee children face long delays in accessing a school place, with the worst delays being at secondary and further education levels, where in 2018, up to a quarter of children have waited for three months and some up to a year[5]. Attendees noted that these wait times were ultimately a source of "useless" disruption as 4 in 5 cases were eventually granted leave to remain[6], though of varying classifications. Speakers noted that children may also have to wait until September if they arrive mid-year, further exacerbating waiting times. Long waits to access education are detrimental to the mental health of children and young people and can have long-term impacts on their socio-emotional development and educational outcomes.

While a lack of school places in general does play into this wait time, panellists made clear that there is often a reluctance on the part of schools to admit refugee and migrant children, particularly at later

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[2] https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/#:~:text=An%20asylum%20seeker%20is%20a,asylum%20is%20a%20human%20right.
[3] https://www.instituteforgovernment.org.uk/article/explainer/asylum-backlog#:~:text=What%20is%20the%20asylum%20backlog,and%20'pending%20further%20review'.&text=appeals%20against%20initial%20decisions.
[4] https://sticerd.lse.ac.uk/CASE/_NEW/PUBLICATIONS/abstract/?index=8587
[5] https://www.unicef.org.uk/wp-content/uploads/2018/09/Access-to-Education-report-PDF.pdf
[6] Latest asylum outcome statistics (for 2021) indicate a 77% grant rate after appeals are decided: Asylum and resettlement datasets - GOV.UK (www.gov.uk)

stages, due to concerns around the impact on exam results and school performance, even though schools do not have to publish results for children who have been in the country for less than two years. Moreover, the changing landscape of the English education system was also highlighted as a barrier to refugee and migrant pupils accessing education in certain situations. One speaker noted that the increasing presence of academies, and the resulting decline in the number of Local Authority-maintained schools, had resulted in difficulties in sourcing school places for refugee and migrant pupils. While it was relayed that many academies employed good practice in their support for these children, the inability of Local Authorities to direct an academy to take on a refugee or migrant pupil (they must make an application for the Secretary of State for Education to make the direction on their behalf, and must first demonstrate that they have followed two other processes to try to reach agreement with the school[7]) creates delays and difficulties. This was mentioned to have posed particular challenges in Local Authorities that no longer have any Local Authority-maintained schools.

Accessing school places is further delayed by complex online applications which are often difficult to navigate without strong levels of English and a lack of expertise in Local Authorities to support families, due to cuts to the number of specialist UASC teams, for example. Further uncertainty and delays can be caused when children are moved after receiving a place in school, for example if their temporary accommodation changes or they are moved to a different region in the UK as part of the National Transfer Scheme. In such cases children will have to reintegrate into a new school and experience further disruptions to their education. The Home Office will only consider school places as a reason for remaining accommodated in a particular location in the case of children it proposes to move during years 11 or 13, or in the case of children attending a special school where similar school places are not available in its intended transfer location.[8] Research shows that GCSE attainment is severely compromised if pupils are moved during key stage 4[9], which can often occur for refugee and asylum-seeking pupils, particularly if they have arrived in the UK with their families.

Alongside the detrimental effects of significant waiting times on educational outcomes and mental health, the delays also pose challenges for moving into further and higher education. One speaker outlined the extremely high evidential burdens that were put on refugee and migrants of this age, particularly if they are applying for financial bursaries to support themselves with while they study. This includes being asked for flight tickets, doctors records or other documents to show they were in the country for a specific length of time. The long waits for school and college places often exacerbate this evidential burden as young people find it difficult to account for the gap in their record. Ultimately, these burdens and delays can mean that opportunities to pursue further study disappear, leaving these young people in ever more precarious situations.

The impact of the Nationality and Borders Act on education

The event series was conceived in light of the passing of the Nationality and Borders Bill into law and there was much discussion across both events on the potential impacts of the Act on the educational outcomes of refugee and asylum-seeking pupils at present and in the future. In general, it was agreed it is too soon for the full impact of the Act to be determined, but early patterns and concerns around it have already been identified, while more tangible effects may materialise over time. The impact so

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[7] https://www.gov.uk/government/publications/academy-admission-request-form
[8] https://www.gov.uk/government/publications/asylum-accommodation-requests-policy/allocation-of-asylum-accommodation-policy-accessible
[9] https://research-information.bris.ac.uk/ws/portalfiles/portal/325560285/British_Educational_Res_J_2022_Prior_Student_mobility_Extent_impacts_and_predictors_of_a_range_of_movement_types.pdf

far was broadly categorised into two areas: the division of arrivals into a two-tier system and changes to age assessment rules.

The two-tier system introduced by the Nationality and Borders Act

Speakers highlighted that one major concern over the Act is the differential treatment of refugees created by its introduction of the two-tier system, based on a person's mode of arrival. Once a decision on asylum is made, the Act divides those granted refugee status into Group 1 and Group 2. To be considered a group 1 refugee, the person must come to the UK directly from a country or territory where their life or freedom is threatened. While group 1 refugees are granted 5 years of leave to remain, group 2 refugees are given leave to remain for only 30 months and then must reapply. The Act also increases the residence time required to apply for indefinite leave to remain (ILR) from 5 to 10 years for those with group 2 status. This means group 2 refugees must apply three further times for temporary leave to remain before being able to apply for ILR. Being granted temporary leave to remain once does not mean that the refugee will be granted it again on application for renewal.

Speakers feared the two-tier system increases administrative barriers to entry through lengthy application processes and has major impacts on mental health, due to a continual sense of uncertainty and precarity. The instability is likely also to affect education outcomes as children and young people concerned about their status and their future may struggle to concentrate and perform well in school. The two-tier system also feeds into the dangerous narrative of "good" and "bad" migrants, fuelling the view of refugees and asylum seekers as a burden on UK resources and institutions. Finally, there is a real lack of provision in the Act for what happens to children residing in the UK in the event their parents lose the right to remain.

Changes to age assessment rules

Attendees highlighted that changes to age assessment rules in the Act are likely to also have considerable impacts on children's access to education. An age assessment takes place when the individual does not have documentation showing their age, a common situation for those who have had to flee their homes due to persecution and undergo arduous journeys.

There were three main concerns over the changes to age assessment rules:

1. The Act removes the responsibility for carrying out age assessment from Local Authorities and allocates it to a National Age Assessment Board under the management of the Home Office. Speakers felt that given the 'hostile environment[10]' narrative perpetuated by the Home Office, this change in oversight is unlikely to make processes easier or fairer for young people and centralisation could also worsen waiting times.

2. The Act allows for the use of "scientific methods" in age assessments, including "examining or measuring parts of a person's body, including the use of imaging technology and the analysis of saliva, cell or other samples taken from a person (including the analysis of DNA in the samples)."[11] Speakers feared that these methods could traumatise or re-traumatise young people who had already faced many hardships.

3. While waiting for age assessments, individuals cannot access education as it is a safeguarding issue to place them in the same setting as potentially younger children. One school

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[10] Subsequently officially renamed as 'the compliant environment'.
[11] https://www.legislation.gov.uk/ukpga/2022/36/part/4/enacted

representative highlighted that "age assessments are a huge barrier to access." While safeguarding issues are a key concern, the waiting times for age assessments to take place are harmful to the young people that need access to education.

4. Before the onset of the Act, if a person claimed they were a child, the authority had to take this into account unless their appearance and demeanour suggested they were over the age of 25. The Act has lowered this threshold to 18, making it likely that many more children will be wrongfully assessed as adults and either face further delays while going through the appeals process or be barred from accessing education appropriate to their age and stage.

Challenges once in education

Once children and young people have overcome the barriers to access education, be it at school or college level, speakers outlined that there continue to be challenges in the classroom.

A significant challenge outlined by the panellists is the need to create a whole school culture of inclusion. Refugee and asylum-seeking pupils can often experience hostile environments when entering the UK, and speakers agreed that there is a significant lack of specialist training for school practitioners to manage hostility and provide support. Panellists suggested that the classroom should be the first place where we begin to focus on transforming negative feelings and integration should include working with the communities that refugee and asylum-seeking pupils are integrating into. Specialist training should be provided however it was agreed that responsibility for transforming attitudes cannot reside with an individual teacher or school leader, but requires joint action across government, schools and third sector organisations.

Within the context of changing narratives and creating whole school cultures of inclusion, the discussion covered the need to raise attainment ambitions and outcomes for refugee and asylum-seeking pupils. Raising attainment is a significant challenge as refugee and asylum-seeking pupils represent a heterogenous group with vastly different histories and educational experiences. Pupils arriving from Ukraine for example will have largely been in formal education up until the point when they left Ukraine, while pupils entering the UK from countries experiencing conflict over a longer period of time may have had educational careers that have been highly disrupted, and time spent out of education will impact the support required to access the curriculum.

In relation to heterogenous experiences, the discussion also covered the lack of English as an Additional Language (EAL) support and how English language provision could support raising attainment. While the label of EAL is important as it helps to identify and support pupils who require additional support, the label does not capture the heterogeneity that it covers as pupils with EAL may be born the UK and speak a different language at home, or may be recent arrivals, and this will significantly impact the support they require. Where EAL coordinators (EALCo) are present in schools, speakers noted they are delivering excellent provision, however there is no government guidance that says schools should or must have an EALCo. Moreover, challenges relate back to the need for practitioner training as it is not currently possible to achieve a EAL coordinator qualification in contrast to other specialist provision, such as Special Education Needs Coordinators (SENCo). The quality of provision can be highly varied as a result, and the panel drew on the metaphor of the postcode lottery to convey the variety of provision within schools.

Accessing the curriculum while beginning to learn the English language is a very significant challenge, particularly for older pupils. Speakers further discussed the difficultly in ensuring that pupils are placed in the correct setting for their age and stage as EAL support is provided in post-16 colleges in the form

of ESOL courses, however the college environment can be less supportive than in schools. Curriculum access can also be narrowed as the panel discussed examples where colleges limited pupils by encouraging them to remain in ESOL courses to receive funding, which is delivered per pupil, while there were other cases where practitioner training was lacking as teachers falsely believed ESOL courses were the only courses refugee and asylum-seeking pupils were allowed to take.

Funding is also often a challenge in educational environments, and in relation to refugee and asylum-seeking pupils, this is significant. Families on asylum benefit (or section 95 support) receive only £45 per person, significantly less than universal credit. Many schools believe that asylum-seeking children do not have access to free school meals (FSM), but this is not correct. In fact, children in receipt of section 95 support from the Home Office are eligible for FSM, and more recently eligibility has been extended to include those in receipt of section 4 support and those without documentation.[12] Although children are not themselves a majority receiving this benefit (they were 35% of the total receiving section 95 support in December 2019), families (including those with children) accounted for almost two-thirds (65%) of recipients and only 35% were single adults.[13] However, confusion about the rules and lack of awareness of the recent expansion may result in children not accessing free meals. Consequently, panellists observed cases of malnutrition and cases where children were struggling to maintain good hygiene at school. Accessing the curriculum and improving attainment are challenges that cannot be met without first addressing basic human needs, and denial of basic rights can contribute significantly to poor mental health.

Speakers emphasised that there also is a lack of mental health support in schools based on trauma-informed approaches and further discussed the impact of family separation, which is most tangible when considering the performance of children at school. One speaker highlighted that separation from a parent decreases the level of motivation, autonomy and even manual dexterity of a child. In extreme cases young children can develop mutism, stool holding, anxiety, depression and PTSD. Practitioner training in relation to mental health and wellbeing is also lacking. Unlike social workers or psychologists, teachers are not trained in supporting young people with mental health conditions nor is it fair to expect teachers to provide this level of specialist care. Speakers outlined that such an expectation can negatively affect the mental health of school staff in turn and their ability to support pupils, described in the literature as secondary traumatic stress.

Overall, addressing concerns that relate to attainment, mental health and EAL support is strained by an additional challenge that relates to the lack of robust data that can be used to inform decision making. Attainment data does not differentiate between pupil status, and research into educational outcomes for refugee and asylum-seeking pupils such as EPI's 2021 report, referenced above, must draw on several datasets and use Freedom of Information requests to estimate attainment scores. For this reason, it can be difficult to identify specific challenges in comparison to other vulnerable groups for whom data is collected, such as those who are economically disadvantaged and those with SEND.

Despite the lack of robust data, the needs of refugee and asylum-seeking pupils are often comparable to other vulnerable groups, and the panel suggested that in relation to attainment, mental health and EAL support, the needs of refugee and asylum-seeking children are broadly similar to the needs of all children. Nevertheless, pupils will experience specific challenges based on the overarching framework of legal status which creates an environment that is inherently temporal and unstable.

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[12] https://www.gov.uk/government/publications/free-school-meals-guidance-for-schools-and-local-authorities/providing-free-school-meals-to-families-with-no-recourse-to-public-funds-nrpf
[13] https://sticerd.lse.ac.uk/CASE/_NEW/PUBLICATIONS/abstract/?index=8587

Despite the challenges outlined above, speakers emphasized that schools and colleges can and do celebrate their refugee, asylum-seeking and migrant pupils to brilliant effect. The challenge lies in sharing this best practice and building connections between education institutions and third sector organisations to ensure the sector can be resilient in the face of a shifting policy landscape.

Building links between schools and 3rd sector organisations

As the above shows, there are many challenges to supporting refugee and asylum-seeking pupils to integrate in schools, and there is often a lack of practitioner training to support best practice and provide exemplar material. Speakers discussed the need to support education providers to understand the needs of refugee and asylum-seeking pupils, and questioned whether more could be done to provide examples of case studies and connect practitioners with experts who are often associated with third sector organisations. Strategies to share best practice are outlined in the 'steps for the future' section below and resources referenced are included in the appendix.

Steps for the future to improve wellbeing and outcomes

Alongside understanding the current picture and the possible impacts of the Nationality and Borders Act, participants at both events were asked for their thoughts on what the sector and policy makers can do to improve access to education and in turn, pupil outcomes and wellbeing once in education. This section outlines their thoughts. Pointers are divided below into three sections: pointers for educational settings; for the wider sector including charities and NGOs and for policy makers and officials.

Pointers for schools, colleges and other educational settings

- **Improve English Language Assessment** to ensure that pupils with English as an additional language (EAL) have access to appropriate learning materials and are supported in their language acquisition.
    - o To do so, we should envision EAL training for school staff as similar to SENCo qualifications.
- Invest in **Continuing Professional Development** (CPD) for teachers, teaching assistants and senior leadership teams.
    - o This is key to equip practitioners with the tools and experiences to meet children at their point of need.
    - o CPD should cover the rights and entitlements of children with different statuses to understand what pupils can access and where there might be legislative gaps where schools may need to provide extra support, for example through funds to access school trips.
    - o There should also be high-quality, effective CPD on teaching in multilingual classrooms. Recognising that the CPD programme is already packed, speakers suggested that teaching in a multilingual classroom should not be seen as an area of specialism but rather multiculturalism and multilingualism should be conceptualised as the norm in a mainstream classroom.
    - o At the European level, UNHCR have created an online resource, 'training for teachers' and are also currently developing a partnership with Schools of Sanctuary to train teachers in Europe and the UK.

- o The Chartered College of Teaching have recently launched a Refugee Education module aimed at school leaders with a focus on developing inclusive school policies for refugee pupils.
  - o The CCT training uses the framework of 'safety, belonging and success' developed by Professor Jo McIntyre and Fran Abryms in their book, *Refugee Education: Theorising Practice in Schools*.

- Include supporting refugee and migrant pupils in **Initial Teacher Training**.

- **Reach out to the community to build trust**.
  - o Speakers emphasised that there is often reluctance on the part of families to share their status or their experiences for fear of repercussions. They suggested community coffee mornings and reaching out to families at parents evening to build relationships.
  - o This must be a continuous process as it takes time to build trust.

- **Develop smoother processes** for admitting midyear arrivals and older pupils.

- **Build a culture of inclusion**
  - o Trauma-informed approaches are key.
  - o Speakers wished to recognise that the sector works a lot with refugee and migrant communities but integration goes both ways and it is important to work with home pupils on the importance of welcoming and supporting refugee and migrant pupils.
  - o Schools have the power to change the narrative around welcoming children into schools, from one that places burden on the system to one that recognises the value and richness pupils bring to the educational setting following enrolment.

- **Focus on educational attainment**, not only providing a safe and welcoming environment.
  - o It is important to have high expectations to ensure refugee and migrant pupils are supported to achieve their potential and fulfil their hopes and aspirations.
  - o This focus should be framed in terms of progress ("distance travelled"), rather than final results ("end destination"), to recognise achievements and encourage pupils to be lifelong learners, rather than feeling alienated from education.
  - o Schools should consider adapted curriculums, for example through accelerated learning to catch up.
  - o Colleges could look to other educational settings to adapt approaches, for example adult phonics programmes in prisons.
  - o Speakers also discussed parallel systems and emphasised the need to move towards integration. They suggested exploring bridging and orientation programmes where parallel provision does exist to support schools when children move into mainstream provision. To do this, clear communication between educational settings is key.

- **Prioritise person-centred approaches**, rather than a one size fits all policy, for such a heterogenous group of children and young people and amplify their voices and experiences.

- A key part of this is encouraging autonomy when negotiating education pathways. Speakers underlined the importance of children knowing their own rights and statuses in order to make decisions about their future.
- To promote this, early intervention is key as it gives children and young people more time before they turn 18 to make decisions and gather the evidence they need to move onto the next stage.
- While third sector organisations can play a role in training education practitioners to understand education pathways in addition to rights and entitlements according to different statuses, speakers agreed this information should then be passed on to pupils more widely in order to empower them to make informed decisions.
- Refugee and migrant children should be involved in the design and implementation of programmes that support their learning and welfare.

Pointers for the wider sector

Many of the pointers for the wider sector focus on sharing best practice and looking at how charities and NGOs can build relationships with schools to support them and their refugee and migrant pupils, an excellent opportunity to build resilience in the face of shifting governments and a changeable policy landscape.

Speakers recognised that there is more and more of an expectation that schools, colleges and other educational settings are expected to be legal experts with the knowledge and resources to support their pupils to navigate immigration and funding systems, but in fact it is not realistic or fair to expect education staff to have this expertise. To build networks of support, speakers suggested the following:

- Recognising limited resources, as far as possible, **bring in legal experts** to work with education settings and third sector organisations to inform action.
  - There should be a log of previous cases available in order to scale legal challenges as early case results often inform later process.

- **Create a portal** which lists organisations working in this space and available resources
  - There is lots of excellent voluntary provision but often education settings do not know what is available.
  - This also helps to build resilience in the system and encourage strategic thinking so support is not halted or knowledge lost when individual teachers, school staff or charity workers move to new roles.

- **Look to international examples**
  - Best practice can often be informed by the examples of other countries. In particular, speakers stressed that, within UK borders, Scotland and Wales are operating in a slightly different political context with the potential for more positive work to support refugee education.

- Education providers need **specific guidance** from third sector practitioners in the sector.
  - As recognised above, refugee and migrant pupils are a heterogenous group with widely varying support needs. Speakers highlighted that third sector practitioners

must be specific in their guidance to education providers in order to ensure that the children and young people's needs are met.

- **Build cross-party support**.
  - o Now is a key moment for influencing manifestos ahead of a likely general election in 2024. Speakers highlighted that the sector tends to appeal to politicians who already supported improving education access for refugee and migrant pupils, yet it is critical to reach out to politicians that may have different views and seek to find common ground to build cross-party support.
  - o Education should be integrated into the policy conversation around child refugees and migrants, which tends to focus less on education and more on areas such as arrivals, housing and age assessments.
  - o It is key to include refugees and migrants themselves to share frontline experiences.

Pointers for policy makers and officials

- **Improve data collection**.
  - o Although panellists expressed concerns over asking pupils to declare status, they felt that without more robust data, it is very difficult to implement policies to improve outcomes.
  - o One suggestion is to include a refugee or asylum-seeking pupil flag in the school census.

- **Publish statutory guidance** on what schools and Local Authorities must do to comply with immigration and education law.
  - o The education sector needs a greater understanding of how the Nationalities and Borders Act and other immigration policy will affect their pupils.
  - o This statutory guidance should be enforced by Ofsted to ensure education settings are held accountable.

- **Make citizenship the affirmative goal of the Home Office**.

- **Remove the concept of the 'hostile' (or 'compliant') environment for children.**

- **Introduce a cross- government unit or strategy for those who support refugee and migrant pupils.**
  - o Panellists suggested introducing a unit or strategy that extends across government departments to create joined up thinking, and remove children from the immigration debate, to address overarching challenges that relate to ethos and intention across departments.

- **Create a late arrival strategy published by the Department for Education.**
  - o Introduce a late arrival premium and facilitate schools and colleges working together to ensure children who arrive in Key Stage 4 have routes into appropriate education.

Conclusion

Barriers accumulate across a refugee pupil's time in compulsory education to the extent that currently, access to Further and Higher Education is a real challenge and just 6% of refugee and asylum-seeking pupils attend university globally. The UK is not immune to this. It is clear that the quality of immigration policy is impacting education in England and is not helping the sector achieve better outcomes for refugee and migrant pupils. Thus, there is much work to be done to better support refugee and asylum-seeking pupils to access education and from there, to flourish in the classroom. There are clear opportunities to develop education policy and it is worth considering how the framework of 'safety, belonging and success' can be used to theorise support for all children. One speaker suggested adding 'celebration' to the framework too, recognising the vibrancy refugee, asylum-seeking and migrant pupils bring to their educational settings.

While much of the discussion outlined the huge challenges faced by refugee and migrant pupils in accessing and thriving in education and the fears that the Nationality and Borders Act will only exacerbate this, speakers also emphasised the power of education institutions and third sector organisations who can and do celebrate their refugee and migrant pupils to brilliant effect. The discussions ended with a note of optimism; there is much potential to improve the system in the future, led by refugees and migrants in coalition with the sector, their voices amplified through solidarity and action.

Appendix

As the summary paper outlines, there was a lot of discussion during both events on sharing resources and best practice. While by no means a complete list, this appendix draws together the links and organisations mentioned during the series which we hope will be useful for reference.

Resources

- Training for schools and other education professionals provided by REUK
- Education Welcome Packs in English, Dari, Pashto and Ukrainian (for children and parents about school life in the UK)
- FAQs on access to further education for refugee and asylum seeking young people
- FAQs on access to higher education for refugee and asylum seeking young people
- An overview of funding sources for education for refugee and asylum seeking young people (supporting fees, travel, resources etc)
- Advice sheets for practitioners on various aspects of education support (getting into school, providing EAL support, transitioning from school to college etc)
- REUK's response to the Nationality and Border Act (when it was still a Bill)
- Chartered College of Teaching's module on Refugee Education
- Refugee Education: Theorising Practice in Schools – Professor Joanna McIntyre and Fran Abrams
- UNHCR resources on refugee education
- University staff training provided by We Belong
- Education One stop shop for students and advisers on Limited Leave to Remain provided by We Belong
- STAR/We Belong Schools & Colleges Information pack

Organisations
- We Belong
- Refugee Education UK
- Schools of Sanctuary
- NEST
- IRMO
- WONDER Foundation
- The Bell Foundation
- Refugee Action