Life Story:
Each young person’s life story will be different. They may have come from a loving family or may not remember having one. They may have come from a big city or a small, rural village. They may have been to school or not. When the young person is ready and able to share, ask them about their life experiences in order to better understand them.

The journey to the UK is rarely an easy one. Your young person may have experienced or witnessed many traumatic events along the way, not to mention the trauma of leaving home in the first place. Take the time to learn about how trauma can affect us all. Which aspects does your young person show (if any)?

Learn more about the country and culture of your young person. Just as the UK is very diverse, so are other countries around the world. Each family/individual has a view of the world which has been shaped by their environment and community. Show empathy with your young person’s views and opinions, even though they may differ from your own.

How to contact us:
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@cambridgeshire.gov.uk

01223 699883

www.cambslearntogether.co.uk/school-improvement/cambridgeshires-virtual-school-for-looked-after-children

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Unaccompanied Asylum Seeking Children (UASCs)

For Foster Carers & their Social Workers
**Their Education:**

Wherever your young person is studying, the institution needs to discover how much education they have already had and in which subjects. If you have this information, pass it on to the Designated Teacher/Person.

If your young person’s English is not fully developed, they will find lessons challenging but all the research shows that school/college is the best place for them to learn our language. The setting should provide extra support (preferably in the lessons) to help them access what is being taught.

If your young person has missed out on some/all of their education before coming to the UK, they may need specific support or a differentiated curriculum. Talk to their institution and/or Virtual School.

**The Legal Process:**

The process of being considered for ‘right to remain’ in the UK can be a long and stressful one. Your young person cannot ever fully relax until they know for sure if they can stay. Bear in mind that this high and long-lasting level of stress can be very damaging to developing brains and teenage emotions. Be as empathetic and patient as you can, particularly when home office or other appointments are looming.

If you’d like to learn more, the Fostering Network have produced an ebook ‘Supporting Unaccompanied Asylum Seeking Children’, available via their website.

**Learning English:**

As your young person is living in the UK and with an English speaking family, they will be learning English all the time. They do not need ‘lessons’ as such. However you can help speed up the process by spending time with them and encouraging them to talk.

Board games and card games are an excellent way of learning a language in an informal and fun way. Teach them the traditional games (e.g. Ludo, Monopoly) as well as newer ones (e.g. Uno, Yahtsee).

Conversational English takes approximately 2 years to acquire but lots of young people are faster than this! The English your young person needs to succeed in their education takes a lot longer (5—7 years). The better educated they are in their own language (having been to school), the faster the progress.