

	<p align="center">London Borough of Hammersmith & Fulham</p> <p align="center">CHILDREN AND EDUCATION POLICY & ACCOUNTABILITY COMMITTEE</p> <p align="center">15 June 2015</p>
<p>SUPPORT TO BILINGUAL FAMILIES</p>	
<p>Report of the Director of Schools</p>	
<p>Open Report</p>	
<p>Classification - For Review and Comment Key Decision: No</p>	
<p>Wards Affected: All</p>	
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1. EXECUTIVE SUMMARY

- 1.1. It is widely accepted that bilingualism confers intellectual advantages. Research shows that the ability to think in more than one language has cognitive benefits, improving the individual's reasoning skills. Furthermore, local and national economies benefit from the presence of diverse language skills in the workforce.
- 1.2. Children that learn two or more languages from a young age will generally benefit from these intellectual advantages and in many cases achieve highly in formal language qualifications at both GCSE and A-Level. Ensuring that these benefits are fully realised and that the resulting linguistic skills are used to their full potential in adulthood should be a priority of all who work with children throughout their lives.
- 1.3. However, being a bilingual child can also bring extra responsibilities. Bilingual children from families where English isn't the first language tend to learn English at a quicker rate than their parents. This can place them

under additional stresses as family members rely on them for support with translation – sometimes in situations that are not appropriate for their young age or level of understanding regarding adult issues.

- 1.4. There are over 100 languages spoken in Hammersmith and Fulham, with around half of the children within our school population being identified as being bilingual or having English as an additional language (EAL).
- 1.5. This paper outlines the experience of being a bilingual child in Hammersmith and Fulham and makes some recommendations regarding how the local authority can support these young people more effectively.

2. RECOMMENDATIONS

- 2.1. The Committee is asked to review and comment upon the contents of this report.
- 2.2. Building on the content and findings within the report, some suggested recommendations for consideration are as follows:
 - To build upon the good practice in the Family Services Division of Children’s Services to develop a council-wide policy on the use of children for translation, ensuring a greater use of independent professional services.
 - Work with schools to ensure that bilingual young people are not being inappropriately relied upon for translation purposes. Investigate the potential for developing a formalised process for language brokering in schools across the borough, and making best use of any bilingual staff that are working in schools.
 - To consider the potential for a formal support programme for supplementary schools, including the development of closer links to local maintained schools.
 - To consider whether the local authority could make more of the wide offer of community language courses available at William Morris Sixth Form, which is a unique offer within the borough.
 - To consider innovative solutions to supporting parents with developing their English language skills. For instance, could settings where expecting parents receive support and advice potentially be used as a venue to support them with learning English?

3. KEY RESEARCH

The academic benefits of young people being bilingual

- 3.1. Bilingualism is an advantage. Research shows that the ability to think in more than one language has cognitive benefits, improving the individuals’ thinking and reasoning skills.

- 3.2. Children can start learning more than one language from birth, and bilingualism does not cause any language delay – children learning two languages will not learn these at a slower rate than those that are only learning one.
- 3.3. While there is understandable emphasis on children learning to speak English as the key to achievement across the curriculum, organisations such as the Pre-School Learning Alliance believe that there are many missed opportunities through not recognising the importance and relevance of children’s home languages for their own development and achievement. The guidance for Early Years practitioners for supporting children learning English as an additional language¹ states that:

“Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages. It is widely accepted that bilingualism confers intellectual advantages and the role of the first language in the child’s learning is of great importance.”

- 3.4. Learning to be bilingual has enduring benefits for local communities, and has potential to make significant impact on the country’s economy as a whole.

The effect of using of bilingual children for translation in school situations

- 3.5. Because the children of families that are new to the country often learn the host language much more quickly than their parents, increasing numbers of children contribute to family life by acting as language brokers (or interpreters) for their parents.
- 3.6. There is often resistance to the use of children in this role in sensitive or challenging meetings, but for some purposes many immigrant parents and grandparents prefer a language broker from within their own family to an external professional interpreter.
- 3.7. Between 2012 and 2014, the Nuffield Foundation undertook a study to explore the use of child language brokering in school and its impact on the children and young people who regularly have to provide translation support for their parents². The report found that:
 - 27% of the teachers [involved in the study] reported that they had “often” experienced a pupil translating in school for their parents

¹ http://www.foundationyears.org.uk/wp-content/uploads/2011/10/Supporting_Children_English_2nd_Language.pdf

² http://www.nuffieldfoundation.org/sites/default/files/files/Child_language_brokering_in_schools_final_research_report.pdf

who could not speak English and 60% reported that this had happened “sometimes”

- Ex-child language brokers (CLBs) indicated that, in addition, they had undertaken language brokering in other settings such as local authorities and mortgage brokers’ offices and health care settings including hospitals and GP surgeries.
- Both teachers and ex-CLBs referred to their acting as ‘buddies’ in the classroom to newly arrived pupils. Schools with a formal ‘Young Interpreters’ scheme in place had clear guidelines for how this should be managed, but in other schools what were intended to be short-term arrangements were sometimes not monitored and continued for much longer than expected.
- There was general acceptance of the principle that children should not be asked to translate for the parents when very serious or sensitive matters were being discussed. However, 44% of the teachers in the survey and 60% of the ex-CLBs recalled situations when this had happened.

3.8. The table below outlines the findings of the study with regards to the perceived advantages and disadvantages of a young person acting as a language broker in school:

		Advantages	Disadvantages
Current	Efficiency	There are cost savings. The timing can be more flexible. Child is familiar with the dialect that is required	There is a greater risk of translation errors than with an adult speaker or a professional interpreter. The child may distort what is said for their own reasons.
	Family preference and impact on family life	Parents trust in the child’s understanding of their concerns and commitment to their interests. The discussion is confidential and family affairs are kept within the family.	An excessive time commitment may be required from the child. This experience cuts across the child’s usual power relations with their siblings.
Future	Impact on school life	The child may be able to enhance their c.v. Skills and knowledge that are often undervalued are given explicit official recognition and also appreciated by some peers.	The child loses time on their own studies. There may be potential tensions with some peers afterwards. This experience cuts across the child’s usual power relations with their peers. The child may feel stigmatised as having an unfavourable background.
	Impact on child’s language development	There are improvements in the use of both English and home languages for formal purposes and unfamiliar subject areas. They are challenged to extend their skills in managing a conversation, most notably in taking account of the perspective of other participants.	
	Impact on	The child’s confidence is	

	child's social development	enhanced. The child is stimulated to adopt a mature perspective on aspects of school life. The child is empowered in the school setting.	
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3.9. In the survey a majority of ex-CLBs gave a generally positive evaluation of their experience in this role: almost three quarters identified with a character who was proud of translating for her parents and just over half agreed or strongly agreed with the statement "I enjoyed translating in school".

3.10. However, for a substantial minority the experience had not been free of problems:

- 33% had found it embarrassing.
- 42% had found it stressful.
- 21% had felt angry when they had to translate in school.

3.11. The report also includes advice from ex-CLBs on how teachers can better facilitate the process in meetings with parents to suit their needs. This encompasses four key areas; preparation for the meeting; pace; nonverbal communication and language and content.

3.12. The key recommendations arising from the Nuffield Foundation's report are:

- For schools to have an agreed statement of criteria for making a decision on whether a young person is used for language brokering, which should be used alongside an agreed approach to how the decision will be made. The final decision on whether a child is used as a language broker should sit with the child.
- For schools to consider formalising the process for language brokering via a 'Young Interpreter' scheme through which student volunteers are used as language brokers for other pupils or their parents.

3.13. It is also considered that targeted work with parents to improve their English language skills at an early stage would be of great benefit to the child in the long term.

3.14. The 'Young Interpreter' model was introduced locally by the local authority's EAL Adviser four years ago. Children are trained as Young Interpreters in approximately 10 local primary schools, while three secondary schools also offer the scheme.

The negative effect of young people's mental health when regularly providing translation for their family in adult situations

- 3.15. Once children attend school, they quickly become proficient in speaking and understanding the English language. As children get older, they can, in some instances, become better at reading, writing and comprehending English than their parents. This may result in parents asking their children to support them with translation when required.
- 3.16. While this may be helpful within the home environment, it is not always appropriate or effective for children to provide translation support for parents in formal settings, such as when their family are accessing local authority or medical services, particularly as children often will not have the understanding to correctly comprehend and translate information that is relating to adult issues.
- 3.17. To help relieve potential stresses from young people, families of bilingual children where the first language at home is not English should be made aware of translation support organisations and encouraged to request access to these more frequently in formal situations. Some institutions (for example, the National Health Service), subscribe to translation and interpreting services such as Language Line and Community Interpreting Translation and Access Service (CITAS).
- 3.18. The Hammersmith and Fulham Family Services Department have established practice whereby interpreters from CITAS are used for all formal interviews and visits as necessary, and also for the translation of reports. This ensures that translation is of a high quality, is independent and does not place strain on young people who may otherwise have to undertake the role.
- 3.19. The use of professional translators, however, needs to be balanced with the wishes of the family, who in sensitive situations may prefer translation to be undertaken by someone that they know personally and are comfortable with. It also needs to be balanced with the context of the situation, as professional translation is a very costly and time-consuming process, and not always appropriate, as the parents may not be literate in their first language. Furthermore, parents may be offended by the assumption that they are not able to read English. Bilingual staff members at schools are also able to support with any translation issues via a short phone call, which can prove to be a more efficient way of communicating important messages and clarifying any misunderstandings.

4. LOCAL CONTEXT

Population

- 4.1. There are over 100 languages spoken within Hammersmith and Fulham. The latest data we have for spoken languages shows that the following are the top 10 languages spoken within the borough after English:

1	Somali
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2	Arabic
3	Polish
4	Spanish
5	Albanian
6	Portuguese
7	French
8	Bengali
9	Persian
10	Urdu

- 4.2. Within Hammersmith and Fulham 46% of the pupils attending local schools are identified as having English as an additional language (49% in the primary phase and 43% in the secondary phase). This is significantly higher than the national averages of 19% in the primary phase and 15% in the secondary phase.

	Number of pupils			Percentage	
	English	EAL	Total	English	EAL
Primary	5141	4883	10756	51%	49%
Secondary	4849	3629	8517	57%	43%
Spec/PRU	297	214	512	58%	42%
LA total	10287	8726	19785	54%	46%
National³	Primary			81%	19%
	Secondary			85%	15%

- 4.3. It is generally accepted that there is a significant overlap between the young people who have EAL and those who are eligible for Pupil Premium funding. Eligibility for this funding is widely used as an indicator of educational disadvantage and additional resources or targeted interventions are put in place for these children and young people to help raise their attainment and close the gap with their peers.

Educational attainment

- 4.4. For children leaving primary school, the key performance indicator is the number of children who achieve Level 4 and above in reading, writing and mathematics.

Key stage 2 performance
Level 4 and above in reading, writing and mathematics

Children with English as an additional language	Hammersmith and Fulham	83%
	National 2013	72%
All children	Hammersmith and Fulham	83%
	National	79%

- 4.5. The above table shows that, EAL learners in Hammersmith and Fulham outperform the national average for this cohort of children and they also outperform the national average for all children. EAL learners in

³ January 2014

Hammersmith and Fulham perform on par with all children in the borough at Key Stage 2.

- 4.6. For pupils leaving secondary school, the key performance indicator is the number of pupils who achieve 5+ GCSEs at grades A*-C, including English and mathematics.

Key stage 4 performance 2014
5+ GCSEs at grades A*-C, including English and mathematics

Children with English as an additional language	Hammersmith and Fulham	59%
	National 2013	58%
All children	Hammersmith and Fulham	65%
	National	59%

- 4.7. The table above shows that the performance of EAL learners is slightly higher in Hammersmith and Fulham than nationally, however the performance of EAL learners locally is lower than all pupils in Hammersmith and Fulham. EAL learners in Hammersmith and Fulham perform in line with the national average for all pupils at Key Stage 4.

Qualifications in community languages

- 4.8. Hammersmith and Fulham has recently gained recognition as 'nearly every pupil in the borough is taking at least one language at GCSE level', which compares very favourably with most local authorities nationally.⁴
- 4.9. In 2014 all secondary schools entered students for GCSE examinations in their first languages, with 103 students taking exams in 14 languages. 77% of students attained grades A* - C, and 55% attained grades A* - A (if speakers of French, German and Spanish at schools where these languages are taught as a Modern Foreign Language were included, these figures would be even higher).
- 4.10. At A-level 110 students were entered for community language examinations, in 8 languages (not including French, German and Spanish). 59% attained grades A* - B, and 98% grades A* - C.
- 4.11. William Morris Sixth Form provides one of the most comprehensive local offers of community language courses outside of supplementary schools (see section 5 of this report), as follows:

GCSE

- Arabic
- Chinese
- French
- Italian
- Japanese

A Level

- Arabic
- Chinese
- French
- Italian
- Persian

⁴ <http://www.bbc.co.uk/news/education-30983083>

- Spanish
- Portuguese
- Spanish

Good practice example

Pilot Year 11 English as an additional language provision – Fulham Enterprise Studio

- 4.12. Fair Access arrangements provide the mechanism for the placement of children newly arrived to the area where it has not been possible to secure a school place through the in-year admissions route. It has historically been the case that securing a school place for a Year 11 child who has little or no English in the last 8 months of Year 11 is not a straightforward process and often the child can be left without education for an unreasonable length of time. Even if schools have vacancies, to admit a child at this stage of Year 11, presents challenges to the child and the school.
- 4.13. It has been agreed that the local authority will fund a one year pilot for Year 11 EAL provision that will be hosted by Fulham Enterprise Studio. The objective of the pilot is to provide bespoke Year 11 EAL provision in order that children newly arrived to the area can be offered suitable education provision for the last few months of statutory schooling and to provide them with a realistic opportunity to continue their education Post 16.
- 4.14. Following the September Fair Access Meeting, any new arrivals who are presented as Year 10 or Year 11 EAL will be referred to the Fulham Enterprise Studio for an assessment. The objective of the assessment process is to determine the level of English, academic achievements, and any other issues that may not have previously been evident. The outcome of the assessment will determine the most appropriate education provision for the young person. This could be a placement via the Fair Access Panel for a mainstream school or the Tri-borough Alternative Provision or to the new EAL provision.
- 4.15. If the young person attends the Fulham Enterprise Studio EAL Provision they will be supported through a targeted programme of support that would aim to:
- Significantly improve the speed at which they acquire English language skills
 - Provide information, advice and guidance to prepare them for appropriate 6th form provision
 - Provide access to relevant Key Stage 4 courses within Fulham Enterprise Studio provision.
- 4.16. The effectiveness of this pilot will be monitored by the school in liaison with the Assistant Director of SEN and Vulnerable Children and the Head of Admissions. As this provision is a new concept, other similar Key Stage 4

EAL models will be looked at across other local authorities to provide a benchmark for good practice and expected outcomes for its students.

5. STUDYING COMMUNITY LANGUAGES

- 5.1. Although secondary schools will enter their pupils for community language examinations at GCSE level, community languages are not taught within school timetables, but are supported by parents and supplementary schools, usually run on a voluntary basis.
- 5.2. As these schools operate outside of the maintained schools sector, it is often the voluntary sector that provides support with maintaining standards, offering professional development for teachers and advising on safeguarding issues.
- 5.3. Support for supplementary schools in Hammersmith and Fulham is provided by 'Sobus' – the Community Development Agency for Hammersmith & Fulham, which was created through the merger of the Community and Voluntary Sector Association Hammersmith & Fulham (CaVSA) and the Fulham Community Partnership Trust (FCPT).
- 5.4. Sobus runs a membership scheme for local supplementary schools to receive support from their organisation. In order to qualify for membership, supplementary schools must meet the standards to achieve the minimum level of quality assurance as outlined by the National Resource Centre for Supplementary Education⁵.
- 5.5. Sobus support schools through providing regular training sessions, which are often delivered by guest speakers, on topics such as 'effective teaching methods' and 'safeguarding'.
- 5.6. These local supplementary schools also have access to a small amount of funding from the John Lyons Charity for support with the delivery of core subjects, such as English and Maths. However, Sobus have indicated that the schools would benefit from additional funding to support with teaching of languages and the purchasing of resources.
- 5.7. Sobus have also highlighted that the premises used by supplementary schools are sometimes poorly suited to the delivery of education. They feel that local schools could support supplementary schools by working in partnership with them and offering their facilities when they are not in use. Examples of this are already in practice at Burlington Danes Academy and Phoenix High School.

Good practice example

Out of School Learning support in Kensington and Chelsea

⁵ <http://www.supplementaryeducation.org.uk/quality-framework/bronze/>

- 5.8. The Westway Trust is commissioned by the local authority in Kensington and Chelsea to run a partnership of supplementary schools in their borough. The Trust receives a pot of funding from the local authority for this. The majority of this funding is provided directly to the 15 supplementary schools in the borough via three termly payments. The remainder of the funding goes on coordination to support the partnership, training, quality assurance and resources. The coordination includes a registration system to ensure all schools operate safely and have the right insurances and procedures in place.
- 5.9. This funding, along with the John Lyon's grants mentioned in paragraph 5.7 have given some stability to supplementary schools in Kensington and Chelsea and has ensured consistency of teaching. The majority of the schools teach a community language. The Trust provides tutors that support teaching up to A Level. As in Hammersmith and Fulham, many of the pupils are able to take GCSEs through their mainstream schools and usually achieve top grades. The supplementary schools also teach National Curriculum subjects, helping to boost attainment of the young people generally. They also get involved in other projects that support social capital opportunities, such as debating opportunities.

Good practice example

Teaching and Learning in the Community Language Classroom - West Sussex

- 5.10. In recognising that there was little interaction between the mainstream primary and secondary schools, and the community language schools in Crawley, the local authority in West Sussex identified that there were two issues: firstly the training needs of the voluntary tutors in the community language schools and secondly, the lack of cohesion between the two sectors.
- 5.11. As a result, a project was set up to support community language teachers with the development of their teaching skills through the provision of targeted training.
- 5.12. The key aim of the project was to raise standards in teaching and learning in four selected community language schools. An additional aim was to incorporate some of the teaching styles and strategies currently employed in mainstream schools into the community learning classroom, so that pupils attending those schools would benefit from a more consistent approach.
- 5.13. Evaluation of the project indicated that teachers left the course with a broader knowledge of the methodology of teaching language and gained an awareness of both lesson planning and curriculum development. Independent observers were of the view that community language lessons

had become more interactive and a wider range of teaching strategies were employed.⁶

Reduction in the number of community languages being offered by exam boards

- 5.14. While it is considered that studying a community language to GCSE and A-Level improves a young person's ability to learn other languages, perform better academically and evidence their multi-lingual skills to future employers, recent announcements from examining boards have indicated that the number of formal qualifications for community languages is going to decrease.
- 5.15. The OCR exam board will be discontinuing GCSEs and A-levels in Turkish, Portuguese, Persian, Gujarati and Dutch, while AQA has announced the end of A-levels in Polish, Punjabi, Modern Hebrew and Bengali.
- 5.16. There has been some public opposition to these moves although there has been some indication that the new Government will commit to retaining GCSEs and A-levels in community languages.

6. CASE STUDIES FROM THE HAMMERSMITH AND FULHAM YOUTH FORUM.

- 6.1. This section outlines some case studies that the Hammersmith and Fulham Youth Forum have collected to illustrate some of the challenges of being a bilingual young person:

Name: RB

Age: 17

From: White City

Language that young person translates: Bengali

“As a young person growing up with a single mother, as my dad passed away from when I was young, my mum was left with 5 children and not being able to speak a word of English, as the oldest I had to attend several meetings at the town hall, council and job centre. Although I was willing to help I did not understand much of what was being said so it was very hard for me to communicate with my mum and especially reading letters that came home. I didn't understand much of what it meant so my mum wasn't informed properly and then led to several other letters being sent to a woman who couldn't speak a word of English. Growing up it was hard to complete my homework as my mum couldn't help much, and due to the

⁶ More information on this project can be found at <http://www.linksintolanguages.ac.uk/resources/2523>

language barrier our family was often left stuck in our own community and couldn't really interact with other members in the area, besides children at school. Some of the biggest worries were parents evening where my mum wouldn't understand what was being said and hence me translating it all to my mum sometimes telling a little white lie here and there. There were times where I had to miss school to go to these meetings with my mum as she could not find anyone else who was free to take her and this impacted on my attendance”.

Age: 15

Goes to school in: Wood Lane

Language that young person translates: Arabic (Egyptian)

This person feels that a lot of stress is put onto her because her mother is unable to speak English. She finds that she needs to continually go out with her mum to aid her, especially to places like the bank so she can translate important things that her mother would otherwise be unable to understand. She finds it difficult at home because her mother depends on her so much and this can sometimes get involved with her school life and believes this is affecting her grades at school, which she finds unfair. What she finds really frustrating is that her mother doesn't integrate very well with others, and prefers to stay with her own community, which doesn't help to develop her English. She also said that perhaps if her mother was given the chance to join a community class, once or twice a week where she could improve her English, then perhaps she would feel more comfortable when going out, and wouldn't be so dependent.

Age: 16

Goes to school in: Wood Lane

Language that young person translates: Twi (Ghanaian Language)

This young person said that she often has to explain things to her mother on letters or things from school. Her mother can speak English however it is very limited and sometimes very confusing because her sentences are hard to understand as she speaks too fast and her grammar is often incorrect. This person finds it very hard as her mother is understandably very embarrassed and upset about her position, and as a result will not venture out much because of her lack of confidence. Rather as well as a translator for her mother, she also finds herself giving a lot of moral support to her mother as her mum can get very upset. She says that it doesn't affect her very much, but she just wants to see her mum happy. She said that the establishment of a free English class with other mothers like her attending it, would make her feel more comfortable and confident.

Age: 16

Lives in: East Acton

Language that young person translates: Arabic

This young person says that his parents find it very hard to understand things such as important documents, and as a result his revision is often interrupted by them. He added that his parents are easily frustrated as they can't always find a word to describe something, and this can lead to confusion. He also said that one problem is that politicians (for example) use language that is too complex and often his parents found it hard to understand what the different parties were promoting during the elections. He thinks that there is a lack of services in the borough to support his parents with this problem, and said that if there are any services, they are not publicised very well.

Age: 15

Lives in: Shepherds Bush

Language that young person translates: Tagalog

This young person says that both his parents speak English well, however they can find themselves in problems because very often they think that they understand something (for example on a letter) when in actual fact they don't understand it very well and their interpretation of things can get confused. His parents are not reliant on him; however he said that by having letters and important documents available in other languages, it would really help. He also added that if there was a more varied amount of ethnic groups in the media, then perhaps his parents would feel more empowered and willing to improve their English.

Age: 16

From: White City

Language that young person translates: Somali

"Sometimes teachers don't understand that our parents cannot come to certain events as they do not feel very welcomed or informed about it in any other way except a letter given to us in English"

Age: 17

From: White City

Language that young person translates: Sudanese

"Our family often felt quite distant from others due to the language barrier".

Age: 13

Language that young person translates: Spanish

Goes to school in: Fulham

He mainly speaks Spanish and doesn't have the opportunity to practice English often himself.

Age: 17

From: White City

Language that young person translates: Somali

"Homework was very hard to do with both my parents not being able to support me"

Age: 17

Language that young person translates: Albanian

This young person speaks Albanian along with her mother, she finds the language barrier a bit of a problem because she is not that confident with translating the English into Albanian. She finds homework a little bit hard without any help, because of the language barrier.

Age: 16 years old

Goes to Latymer Upper School in the borough but lives in Chiswick

This young person speaks Montenegrin Serbian at home where he lives with his mother and brother. All members of the family speak fluent English and he and his family experiences no difficulty in communicating in the borough. He hasn't always lived in Montenegro and arrived around 9 years ago, making English his second language. His parents at the time however both spoke fluent English. He told me that at first, *"it was awkward as my mum needed to bridge that language gap for me for a while when talking to my school"*. He noted that this was often very time-consuming even though the need for his Year 3 teachers to talk with his parents was not as pressing as it is now. He soon learned fluent English and the problem did not last for long. He imagines that it would be extremely difficult at his age if that language gap were still in place. He noted that at his school he is the only student he knows of who speaks his first language and that there is little or no help in place which would have helped him. He said that, *"As somebody who once had this problem, I can imagine that it would be very hard if I'd arrived in England at this time. I can only imagine how hard it would be if it was up to me to help my parents out and I don't think that my school would be able to give much help with that."* I asked him whether it would be of some help if there were free services to help bridge this gap and he said that he imagined that that would save a lot of time and relieve a student of a lot of extra pressure.

Age: 15

Language that young person translates: Somali

This young person speaks Somali along with his parents; he finds that the language barrier is not a problem because his mother speaks English. He also finds homework easy so he does not ask his parents for help.

Age: 15

Language that young person translates: Somali

This young person speaks Somali along with her mother and she does not have any problems with the language barrier. When she needs help she communicates with her mother in her language. In parents evening her older sister translates and she finds that her older sister does not have any problems.

Age: 15

Lives in: Askew road-Hammersmith

How has being in a bilingual family affected you?

"It has helped me learn other languages and pick them up faster. It has also enabled me to take a GCSE early!"

Do you have to help your parents?

"No I grew up learning both English and French"

"My parents can speak English ok"

"It has benefited my life being able to speak two languages. It is really interesting!"

Age: 13

From: North End Road

Language that young person translates: Spanish

Speaks to his parents only in Spanish and says that though sometimes he does the translating, his sister mainly does the work and it doesn't affect him as much. He has 100% school attendance, so is not taken out from school at all.

7. EQUALITY IMPLICATIONS

- 7.1. As this report is intended to provide an update on the current position, there are no immediate equality implications. However any equality issues will be highlighted in any subsequent substantive reports on any of the items which are requested by the Committee.
- 7.2. Any future proposals for changes in service delivery should be subject to a full equalities impact assessment as families with English as a second language will also likely to be from a group that has a protected equality characteristic.

8. LEGAL IMPLICATIONS

8.1. As this report is intended to provide an update on recent developments, there are no immediate legal implications. However any legal issues will be highlighted in any subsequent substantive reports on any of the items which are requested by the Committee.

9. FINANCIAL AND RESOURCES IMPLICATIONS

9.1. As this report is intended to provide an update on recent developments, there are no immediate financial and resource implications. However any financial and resource issues will be highlighted in any subsequent substantive reports on any of the items which are requested by the Committee.

LOCAL GOVERNMENT ACT 2000
LIST OF BACKGROUND PAPERS USED IN PREPARING THIS REPORT

No.	Description of Background Papers	Name/Ext of holder of file/copy	Department/ Location
1.	None	N/A	N/A