

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

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## Purpose and Aims

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

**Aim:** to draw from the [Keys to Inclusion](#).



## Findings

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

## Methodology

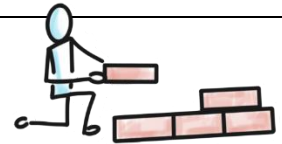
Research	Meeting Other Professionals	Analysing Responses
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Online research papers	Virtual & face to face	SCC refugee training: <a href="#">Refugees, war and conflict   Suffolk County Council</a>
Podcasts, videos, books	Those working directly with UASC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



## Next Steps

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



# UASC Resource

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

