



Safe, Settled and Valued

Redbridge Guidance Of Good Admission And Induction Practice

“ I am happy at my new school ”

“I have a long name but my teacher learnt to say it straight away.”

“I have a friend in my group who speaks my language.”

“My teacher came with me to the dining hall and told the dinner ladies I was a new pupil and what things I liked to eat.”

“My teacher talks to my mum to tell her how I'm getting on.”

“The school handbook also had lots of pictures in it to help us understand.”

“My friend showed me around the school and explained things to me.”

“I am happy at my new school.”

“The headteacher met my mum and me before I started school and she was kind.”

“The people in the office were kind. They gave us a school handbook in our language.”

“There are books in my class in my language. Sometimes I take one home and my dad reads the story to me.”



Aims

- The aim of this guidance is to share good admission and induction practice to ensure that all children arriving during the school year feel welcome and at ease in their new surroundings as soon as possible.
- With schools in Redbridge experiencing increasing mobility of pupils, particularly minority ethnic pupils and many with English as an additional language (EAL), it is important for these pupils to feel safe and settle in quickly, for their educational needs to be identified, to feel valued and included so they can continue to learn and progress.
- This guidance contains recommendations based on the experiences of the schools in the Redbridge Mobility Network Learning Community. These schools trialled ways of improving admission and induction practice and what worked well has been incorporated into the guidance. This is just a model and the Mobility group welcomes further ideas and comments about this guidance.
- This guidance has been produced by the Redbridge Mobility Network Learning Community.
- An interactive version of this document is available at www.rnlcom.com.
Visit the site to view the children talking.

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Many thanks to the teachers that participated in the working group to draft this guidance:

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Thanks must also go to the Headteachers of these schools for their support for this work and in particular to the Heads who have steered the Mobility Network:

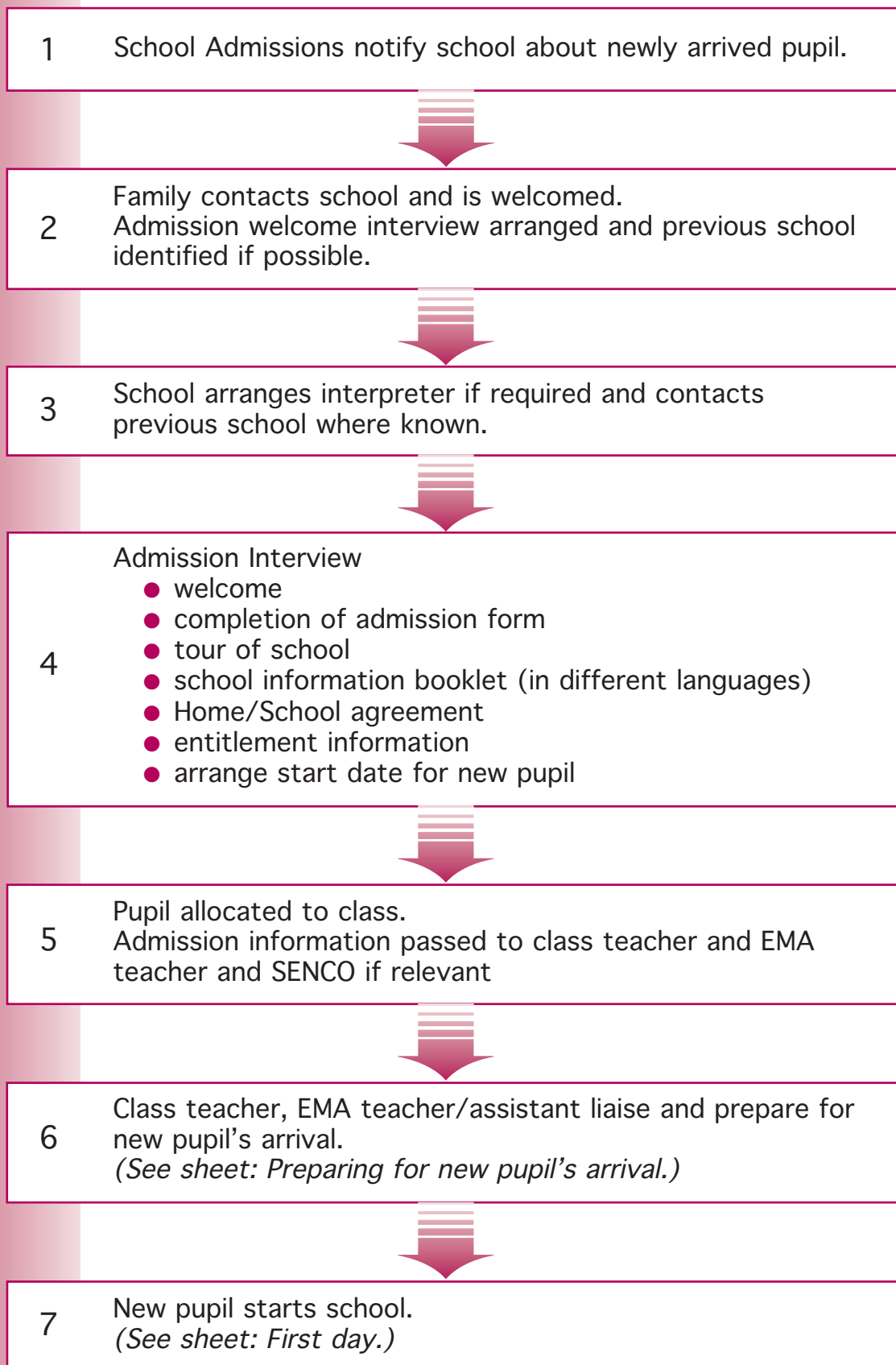
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Thanks also to the pupils, parents and teachers of Highlands Primary School for their co-operation and enthusiasm in contributing to this document and web site.

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Admission Procedures for New Arrivals



Admission Procedures

Key people: Headteacher, Deputy or other Senior teacher, EMA teacher, SEN teacher, Office staff.

Preliminary Procedures

1 SCHOOL IS NOTIFIED BY SCHOOL ADMISSIONS WITH ACCOMPANYING INFORMATION ON NEW PUPIL

2 SCHOOL IS CONTACTED BY PARENTS

The way parents are welcomed into the school is key to establishing a good relationship between home and school. A welcoming reception environment with displays reflecting the diverse school community and range of languages spoken and office staff who are aware of the needs of the parents, pupils and the school.

- Parents are invited to the school to register their child
- Interview date/time arranged and telephone contact number taken
- Possible need for interpreter and what language is ascertained
- Parents are encouraged to bring child to induction interview and if possible his/her last school report.

School may arrange admission interviews for a set time in the week, Tuesdays or Thursdays with 45 minute slots for example.



3 CONTACT

Made with previous school where possible for DfES Unique Pupil's Number (UPN) and background information on pupil.

Interpreter arranged where required.

4 WELCOME INTERVIEW

Headteacher or other senior teacher e.g. Deputy, EMA teacher, meets parents, child, possibly friend or official interpreter and interviews them.

School admission form is completed with support from EMA teacher where necessary. (See sample admission form on pages 20-23 for suggested information to collect.)

Arrange start date for new pupil when it is convenient for the school, e.g. delayed till Monday or Wednesday to allow preparation time.

- Parents and child are taken on a tour of the school.
- Parents are given a School Information Booklet, translated into community languages where possible.
- Parents are given 'The Learning Journey' Booklet, a guide to the National Curriculum published by the DfES, available in a range of community languages.
- Parents sign a translated version of home/school agreement.
- Parents are informed about:
 - Free school meal entitlement
 - Acceptable school uniform
 - Possible uniform and travel grants if eligible
 - School/LEA view on reporting absence, religious/cultural observation, holiday entitlement and extended visits.
- Parents are given any useful information from other agencies e.g. information from Refugee Council, Family Literacy Groups etc.

5 ALLOCATION TO CLASS

- Need to consider where spaces are available but also which class will provide an appropriate environment/setting.
- Need to maintain the balance of ethnicity, gender, languages and SEN within the class.
- New pupil needs someone from same background sharing same community language to support them in class.
- EMA and SEN Co-ordinator should liaise with Head to allocate class.
- Contact previous school for DfES Pupil UPN, background information and for school records to be sent on, if not done previously.
- Information (photocopy of form) and verbal feedback from the interview is given to class teacher in order to prepare to meet new pupil's particular needs.



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- Class teacher is given a list of other pupils in class, year or school who speak the same language as new pupil.
- Issue of translations – provide taped information/translated letters of standard school matters for parents.
- Make use of available school resources e.g. bilingual teachers, bilingual teaching assistants and bilingual parents or alternatively you may be able to use a member of staff from another local school.



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THE CLASS

- Are friendly and helpful
- Learn to say 'Hello' in home language of new pupil
- Can pronounce name of new pupil correctly
- Use PHSE/Circle time- how class will welcome new pupil
- Organise buddies for in class & playground support
- Buddies to share same language where possible with new pupil
- Buddies to have a badge

RESOURCES

- Prepare books, pens, pencils, etc.
- Organise tray, clothes peg
- Arrange seat with a buddy
- Put picture labels around the classroom
- Also first language labels if possible
- Put things familiar to the new pupil around the room
- Ensure name is written correctly - register, tray, peg, etc.
- Welcome Pack ready to take home
- Provision of PE kit
- Timetable in pictorial format
- Arrange support for new pupil

PREPARING FOR NEW PUPIL'S ARRIVAL

CURRICULUM

- Introductory activities ready
- Dual language books, tapes or CDs
- Visual, practical resources to support teaching and learning
- Curriculum reflects new pupil's background
- Involve a speaker of the same language who may be in a different class or year

SUPPORT

- Arrange support (EMA teacher or assistant) for new pupil
- If siblings arrive together, provide opportunities for them to get together
- Inform all staff about new pupil including midday assistants to ensure no hiccups during breaks
- Share relevant information with all staff involved with the new pupil
- Be aware if parents/carer needs to stay and support their child

FIRST DAY

1 ARRIVAL

- First day can be delayed to an appropriate day for the school and new pupil, also time of arrival e.g. start mid-morning on a Wednesday so a short first week.
- First day/first week could be shortened. Half day at first and build up over first week depending on new pupil.
- Be flexible about parent, older sibling etc supporting new child in class on the first day.
- On arrival buddy/buddies (smiling) greets new pupil at office (says hello in first language if possible) and shows new pupil to class along with parents/carers and Headteacher.

2 TEACHER WELCOME

- Teacher welcomes and introduces new pupil to class.
- Use friendly and affirming body language and gestures – e.g. smiling.
- Display the pupil's language and culture in the classroom through books, visuals and labelling.
- Encourage the parents/carers of younger children to stay in the class for a while.
- Ensure the pupil enjoys the same rights as the rest of the class.
- Teacher communication:
 - welcome and smile, greet in first language if possible
 - pronounce new pupil's name correctly
 - build relationship, observe initial English informally
 - talk to new pupil but don't expect a reply.
- Allow new pupil time and space to be silent and settle in new environment.
- Ensure new pupil is looked after and is coping during changeovers e.g. sets, lessons, breaks, lunchtime, assembly etc.
- Recognition of different previous education experiences and other personal experiences e.g. as an asylum seeker or refugee pupil.

- Observe new pupil informally during day to see how the child is coping, level of confidence, understanding and use of first language and English.
- Link to record keeping (diary notes) for first week.
- Ensure you have ready a story with pictures, story props, songs or rhymes with a repetitive theme that class and possibly new pupil can join in.
- Welcome – flag put on map with child’s name and where from.

3 INTRODUCE NEW PUPIL TO BUDDY AND SUPPORT STAFF

- Need for someone to act as an interpreter – another teacher, teaching assistant, another pupil, parent helper, family friend or outside interpreter.
- Buddy shows new pupil seat, coat-peg, etc.
- Buddy/buddies with a support assistant and possibly parents, take new pupil on tour of school using map from welcome pack showing key places, office, hall, toilets, dining area, playground, cloakroom, own classroom, medical room, library.
- Give pupils (and their families) a tour of the school and introduce them to relevant class.



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- Buddy/friendship support:
 - Friendly, talkative children.
 - From same cultural background if possible.
 - Include a speaker of same first language if possible.
 - Keen and sufficiently mature to take on role and maintain it.
 - Training for buddies – e.g. circle time/lunchtime club.
 - Ensure new pupil is supported and included in class and around school at play and lunch times.
 - Show new pupil class routines e.g. lining up in playground, registration, going to assembly, getting changed for PE, going to lunch, where to keep belongings and work, going home.
 - Ensure buddy takes child to toilets during breaks.
 - How to ask to go to toilet and show where toilets are.
 - Introduce them to canteen staff, midday assistants, teacher on playground duty.
 - Not to leave new pupil alone, including in games during breaks.
 - Buddy to chat to new pupil even if don't share first language, but aware of silent period and how to communicate with new pupil.
 - Swap classes for literacy/numeracy sets if necessary.

4 FIRST LUNCHTIME

- New pupil should be encouraged to go home for first lunchtime if possible or buddies may be allowed to bring child in during lunchtime to a suitable location e.g. library, classroom to look at books, play board games, puzzles etc., computer where adult supervision is available.

5 IN THE AFTERNOON

- In afternoon ensure new pupil has 'freer' opportunities e.g. use computer, art activity or other play activity appropriate to age that is less language based.
- New pupil is likely to tire easily and may just need to rest, relax with picture books or even sleep!

6 END OF DAY

- Class teacher to meet parents at end of day to hand over new pupil and begin to build links e.g. in playground/class door as dismiss class.
- Class teacher needs to be aware that child may be coping on surface but is still anxious and unsure.



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FIRST WEEK

PUPIL

- Allow pupil time and space to settle down.
- Be consistent in approach to new pupil.
- Involve new pupil in classroom routines, e.g. registers/plants.
- Ensure classroom routines are clear and consistent.
- Provide opportunities for recently arrived pupils to interact with their peers, through sharing books, playing games, investigative activities and other collaborative activities.
- Teacher observes pupil within class groups rather than withdrawing pupil.
- Notice what they like to do and extend it. Build into group and collaborative activities.
- Don't limit the pupil's experiences by setting expectations too low – e.g. don't put in bottom group only – possibly pupil following the teacher and being part of all the teacher focused support groups.
- Arrange one session where new pupil can be in a small group situation outside of main class e.g. induction group to allow pastoral support and appropriate group activities.
- Continue positive relationships with parents – e.g. informal meetings at beginning and end of day.

CURRICULUM

- Make language diversity within the class visible – e.g. displays, greetings.
- Plan for purposeful talk and collaboration.
- Analyse the learning aims of the tasks in order to provide suitable activities that give full access to the curriculum.
- Include practical and visual activities.
- Plan for participation in practical activities.
- Choose books with repetitive texts.

- Adapt ideas from a theme e.g. develop own book on topic, key vocabulary, simple sentences and pictures.
- Can use first language or dual language computer software if literate in first language or other visually dominated software.
- Having other activities available e.g. dual text book and tape, writing own book about 'myself' or chosen topic, artwork.
- In situations where new pupil is a beginner in English and where curriculum content is so abstract and removed from pupil's experience e.g. great Victorians in History topic, personification in poetry, it is not necessary for the new pupil to follow every curriculum activity exactly.

WHAT THE SCHOOL CAN DO

- Ensure that the admission and induction procedures are compliant with the legal requirements of the Race Relations (Amendment) Act 2000 so that bilingual pupils and their parents are not disadvantaged.
- Provide translations and interpretations for pupils and parents as required e.g. for parents' evening, school letters etc.
- Ensure that the EMA staff timetabling includes flexibility in order to support recently arrived pupils according to their needs, both in partnership teaching and in a pastoral capacity.



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IN THE FIRST HALF TERM

WHAT THE CLASS TEACHER AND STAFF CAN DO

Ensure that the new pupil continues to be welcomed into the class, that his/her name is pronounced and spelt correctly by everyone.

Ensure the buddies are looking after the new pupil and swap buddies so that no one child is overburdened.

Ensure pupil is clear about school/classroom procedures and expectations, whilst taking into account that these may differ from his/her previous experience.

Take into account new pupils' previous schooling (if any) which may have been disrupted/continuous/formal/informal/English medium/other medium. The new pupil may have highly developed oracy and literacy skills in their first language.

Allow beginner bilinguals to go through the 'silent period' while they are absorbing the new language and settling into the new environment.

Value and encourage the use of the pupils' first language.

Consider the group to which the new pupil has been allocated:

- does the pupil appear to be settling?
- are there any signs of disharmony between the group members?
(Do not make assumptions that pupils will get on because they come from similar backgrounds.)

WHAT THE EMA STAFF CAN DO

Liaise with class teacher to ensure that the new pupil can access the learning by:

- differentiating resources
- using lots of concrete referents
- providing lots of opportunities for talk
- providing first language support, if possible
- providing dual language text books and dictionaries
- acknowledging new pupil's preferred learning styles and modifying teaching styles to facilitate learning.

Continue to communicate with parents where possible to build up good home/school links and disseminate information to EMA staff/class teacher.

Liaise with other school co-ordinators e.g. SEN, if appropriate, to discuss pupil's needs.

Liaise with class teacher and other support staff to review initial observations and assess pupil's cognitive and language development:

- if it is an ability group, does the level reflect the new pupil's cognitive ability and not their level of English?
If in doubt place pupil in a middle ability group to start with.
- are there good English speaking role models in the group?
- is there a pupil in the group with the same first language who can translate?

Continue to observe new pupil informally and to liaise with EMA staff to plan effective assessment procedures and teaching strategies.

Continue to communicate with parents where possible to build up good home/school links and disseminate information to EMA staff/class teacher.

Arrange a meeting with the parents after a few weeks if appropriate to report on the new pupil's progress and deal with any queries.



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INITIAL ASSESSMENT

Initial assessment should be firmly based on classroom observation over the first few weeks following a new pupil's arrival. Evidence collected from observations and samples of a pupil's work could form an initial pupil profile.

Initial assessment needs to cover:

- Literacy/English skills
- Numeracy/Maths skills
- First Language skills
- Social skills
- Possible early identification of any SEN or if Gifted and Talented

Assessment will vary according to phase of schooling:

- Foundation will use the Foundation profiles
- KS1 and KS2 will assess English acquisition against National Curriculum English levels and QCA EALStep descriptors up to Level 2 NC English.

Whatever materials are used for assessment eg storybook, Maths task, they need to be relevant to the child's background and experience. Use visual and practical tasks where possible. Remember some children may not understand what to do with bricks, maths equipment as it outside their experience.

FIRST LANGUAGE ASSESSMENT

For some pupils it may be helpful to assess the child in first language.

- You need to ascertain exactly what their first language is, as a child's main language is not always tied to their ethnicity. A child may use one language for speaking and another language for reading and writing.
- You need to find out background information about child and family from induction interview or from parent/carer.
- You will want the interpreter during the assessment to help you assess:
 - how the child uses his/her first language in speaking and listening and in reading and writing
 - if the child's use of first language is age appropriate
 - how the child uses his/her first language within the family

- how long the child has been to school and has the child had any gaps in his/her schooling.
- Assessment activities could include:
 - talking about their family or what the child likes doing
 - reading a dual language book and talking about what is happening in the story
 - writing about a picture or labelling it in first language or completing a 'Myself' sheet
 - matching and sequencing a story, pictures and sentences. Child can tell story in own words or read story from cards and could write the end of the story from the last 2 pictures.
- If no interpreter is available, you could get the child to use words, phrases in first language that you can check easily in school with older siblings or another child who speaks the same first language or using a bilingual dictionary. For example, days/months of the year, colours, everyday objects, counting numbers.
- When placing a new pupil in a Numeracy or Literacy set, start the child off in a middle set so the child can move up or down as their level of ability becomes clearer.



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Redbridge Green Primary School

Forest Hatch Lane, Redbridge, Essex IG4 0AR. 020 8555 1111

Admission Form

(Confidential – All information on this form is covered by the Data Protection Act 1998 and will be stored on computer)

Information about Child

Child's Sur name..... First Name.....

Known Name (if different from above).....

Date of Birth..... Male Female

Address.....

..... Post Code.....

Is family address temporary or permanent?

Home telephone number / mobile.....

Child's Country of birth..... Country of origin.....

Date of entry to UK.....

Information about Home and Family

Mother's Full Name.....

Mother's work telephone number / mobiles.....

Father's Full Name.....

Father's work telephone number / mobile.....

Names and dates of birth of **all** children in your family, **eldest first**.

1..... 2.....

3..... 4.....

5..... 6.....

Additional Information (e.g. if cared for by another relative)

Your child's previous schooling

Last school attended.....

Address..... Date Started..... Left.....

..... Headteacher

Other Schools Attended

Name of school

Address

Start & end date

Emergency Information

Friends/relatives to be contacted in case of emergency (if we cannot contact you)

Name..... Telephone number

Relationship e.g. friend/neighbour/grandparent/childminder

Name..... Telephone number

Relationship e.g. friend/neighbour/grandparent/childminder

Health Information

1. Does your child suffer from any of the following

Yes
Medication needed in school hours

ASTHMA

DIABETES

EPILEPSY

HAY FEVER

Yes
Medication needed in school hours

ALLERGY

OTHER (please state)

2. Is there any other relevant information that the school should know which might affect the health or well being of your child? If so, please state

.....

3. Does your child wear glasses? No Yes all the time
reading
watching TV

4. Does your child have any hearing disability? No Yes

5. Special diet information, e.g. Vegetarian

6. Name of family doctor

Telephone number of family doctor

7. I am/am not willing for my child to have hearing/visual checks in school by the school nurse

I have read and retained a copy of the information sheet regarding

- * Home/school agreement
- * Attendance and Absences (schools can add according to own needs)
- * Care of School and Library Books

I give permission for my child to go on school visits.

I give permission for my child's image to be used in school publicity in photo and internet form.

Parental signature..... Date.....

Ethnic background record form

Please study the list below and tick ONE BOX ONLY to indicate the ethnic background of your child.

White	
British	<input type="checkbox"/>
Irish	<input type="checkbox"/>
Traveller of Irish Heritage	<input type="checkbox"/>
Gypsy/Roma	<input type="checkbox"/>
Greek/Greek Cypriot	<input type="checkbox"/>
Turkish/Turkish Cypriot	<input type="checkbox"/>
Kosovan	<input type="checkbox"/>
White European	<input type="checkbox"/>
White Other (please specify)	<input type="checkbox"/>

Mixed		
	White and Black Caribbean	<input type="checkbox"/>
	White and Black African	<input type="checkbox"/>
	White and Asian	<input type="checkbox"/>
	Other mixed background (please specify)	<input type="checkbox"/>
Asian or Asian British		
	Indian	<input type="checkbox"/>
	Bangladeshi	<input type="checkbox"/>
	Pakistani - Mirpuri	<input type="checkbox"/>
	Pakistani - Kashmiri	<input type="checkbox"/>
	Pakistani - Other	<input type="checkbox"/>
	Sri Lankan Tamil	<input type="checkbox"/>
	Other Asian background (please specify)	<input type="checkbox"/>
Black or Black British		
	Caribbean	<input type="checkbox"/>
	African	<input type="checkbox"/>
	Ghanaian	<input type="checkbox"/>
	Somali	<input type="checkbox"/>
	Nigerian	<input type="checkbox"/>
	Angolan	<input type="checkbox"/>
	Congolese	<input type="checkbox"/>
	Other mixed background (please specify)	<input type="checkbox"/>
Chinese		<input type="checkbox"/>
Any other background		<input type="checkbox"/>
I do not wish an ethnic background category to be recorded		<input type="checkbox"/>

Mother Tongue record

Please indicate which Mother Tongue is spoken at home by ticking ONE BOX ONLY.

Akan	<input type="checkbox"/>	German	<input type="checkbox"/>	Portuguese	<input type="checkbox"/>
Albanian	<input type="checkbox"/>	Greek	<input type="checkbox"/>	Romany	<input type="checkbox"/>
Amharic	<input type="checkbox"/>	Gujarati	<input type="checkbox"/>	Russian	<input type="checkbox"/>
Arabic	<input type="checkbox"/>	Hebrew	<input type="checkbox"/>	Serbo-Croat	<input type="checkbox"/>
Bengali	<input type="checkbox"/>	Hindi	<input type="checkbox"/>	Sinhala	<input type="checkbox"/>
British Sign Language	<input type="checkbox"/>	Igbo	<input type="checkbox"/>	Somali	<input type="checkbox"/>
Chinese	<input type="checkbox"/>	Italian	<input type="checkbox"/>	Spanish	<input type="checkbox"/>
Cornish	<input type="checkbox"/>	Japanese	<input type="checkbox"/>	Swahili	<input type="checkbox"/>
Creole (English)	<input type="checkbox"/>	Korean	<input type="checkbox"/>	Swedish	<input type="checkbox"/>
Creole (French)	<input type="checkbox"/>	Kurdish	<input type="checkbox"/>	Sylheti	<input type="checkbox"/>
Danish	<input type="checkbox"/>	Lingala	<input type="checkbox"/>	Tagalog	<input type="checkbox"/>
Dutch	<input type="checkbox"/>	Luganda	<input type="checkbox"/>	Tamil	<input type="checkbox"/>
English	<input type="checkbox"/>	Manx	<input type="checkbox"/>	Turkish	<input type="checkbox"/>
Farsi	<input type="checkbox"/>	Norwegian	<input type="checkbox"/>	Urdu	<input type="checkbox"/>
Finnish	<input type="checkbox"/>	Other	<input type="checkbox"/>	Vietnamese	<input type="checkbox"/>
Flemish	<input type="checkbox"/>	Panjabi	<input type="checkbox"/>	Walloon	<input type="checkbox"/>
French	<input type="checkbox"/>	Pashto	<input type="checkbox"/>	Welsh	<input type="checkbox"/>
Gaelic (Irish)	<input type="checkbox"/>	Polish	<input type="checkbox"/>	Yoruba	<input type="checkbox"/>
Gaelic (Scottish)	<input type="checkbox"/>	Portuguese	<input type="checkbox"/>		<input type="checkbox"/>

If any other languages are spoken at home please specify.....

Religion record

Please indicate the religion of your family by ticking ONE BOX ONLY.

Christian	<input type="checkbox"/>	Jewish	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	Muslim	<input type="checkbox"/>	Sikh	<input type="checkbox"/>

Status	R	Refugee	<input type="checkbox"/>
	AS	Asylum seekers	<input type="checkbox"/>
	FH	Foster home	<input type="checkbox"/>
	FR	Fostering with relations	<input type="checkbox"/>
	MN	Medical needs	<input type="checkbox"/>
	SR	Shared responsibility	<input type="checkbox"/>
	SS	Children's home	<input type="checkbox"/>
	T	Children who travel	<input type="checkbox"/>
	Other	Other	<input type="checkbox"/>

Admin Only

Birth cert. seen	<input type="checkbox"/>
Passport seen	<input type="checkbox"/>
Immigration papers seen	<input type="checkbox"/>
2 proofs of address	<input type="checkbox"/>
Date of birth correct	<input type="checkbox"/>
Free school meals	<input type="checkbox"/>
Out of borough	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>



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