Fair Futures Community Interest Company

School Service Level Agreement

Financial/Academic year 2026-27

Schools, colleges, MATs and other educational organisations

This document shows the main areas of work available as part of a service level agreement (SLA) with Fair Futures CIC. There is also some information at the end of the document about other Fair Futures projects.

Please book/manage your SLA by contacting the Fair Futures CIC email address fairfutures@outlook.com

Your SLA offer is tailored to your school needs. If you are setting up your SLA, we can plan SLA provision with you, using your school number of EAL learners, DfE EAL 3 funding level and EAL pupil characteristics as a guide.

Fair Futures offers a wide range of teaching and learning, professional development, parent/carer and community liaison, resources, information and guidance on EAL, bilingualism, GRT learners and communities and Equalities.

If there is something your school needs which is not listed in the SLA, please contact us and we'll arrange it wherever possible.



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Welcoming new EAL learners to your school

When a new pupil starts school, regardless of fluency in English or age, the most important point is to ensure that they feel safe, settled and valued from the start. Schools should have systems in place to support the inclusion of new pupils from the application and admission process onwards.

Home visit and report

When a new family whose first language is not English applies to your school, Fair Futures staff can visit the family at home, usually soon after their arrival in the area. Wherever possible, the discussion is held in the family's first language. The home visit report gives your school the detail you need to welcome the children into school, plan for their current needs and be aware of any family, social, health or safeguarding issues. Fair Futures staff can also carry out home visits to discuss specific issues or for welfare calls.



Admission support

Fair Futures staff interpret for your school, and the new family joining your school community, at the admission meeting. This ensures you get the necessary information to register new children efficiently, and plan for their start in school, even though you don't yet share a language. You can show the new family around the school and introduce them to their new learning environment, showing them what to expect and what is needed for school so they are ready for their first day.

Teaching and learning

Our qualified specialist bilingual EAL support workers scaffold learning in the classroom so that pupils can access the curriculum, using English and their first/ other languages. They can do this, whether they share a language with the pupil or not. Using first languages for learning promotes English language development and access to the curriculum.

Individual pupil support

New arrival and early stage EAL learners get a positive start in school with specialist EAL support. Each pupil receives focused support, promoting continuing language development and access to the curriculum. Formative assessment from a specialist teacher or bilingual support worker is carried out through everyday classroom activities. Our feedback to class teachers, assessment and reports give you detail of progress, language level and strategies to support the pupil in the classroom.



Our qualified specialist teachers of EAL scaffold learning in the classroom so that pupils can access the curriculum and develop language. Through professional collaboration, they build capacity in schools.



Partnership teaching

Partnership teaching involves the class/subject teacher and the EAL specialist teacher planning, teaching and evaluating together to develop language and subject content learning within a selected subject or topic. It provides both pupil support and teacher development. Outcomes include teaching and learning plans that works for all language groups in the class.

Teaching and learning

In these projects, collaborative teaching focuses on developing language and subject knowledge on a chosen theme.

Curriculum diversity and language projects

To develop one of the language and/or diversity themes in a curriculum unit of work, a Fair Futures teacher works with a class or subject teacher over 12 hours, using expertise from professional learning or area of specialism to enhance and broaden pupils' learning.

Choose from:

- **Speaking and listening**, using strategies from Voice 21 Oracy Pioneers and/or First Steps Oracy;
- **Human Rights:** Teaching young people about human rights, drawing on examples and materials from Amnesty International and UNICEF Rights of the child;
- **Equality and Inclusion**: Raising the profile of marginalised voices in British history and young people's historical fiction;
- **Citizenship, community and inclusion** from Young Citizens and other sources.
- **All our voices:** oral history, journalistic or biographical writing, developed from real-life interviewing. Focus on oracy, literacy and presentational skills through a curriculum topic.

Teachers work collaboratively to develop areas of learning through the curriculum topic, planning, teaching and evaluating together. Through this work, they enhance or renew existing plans, giving ideas and resources to use again and develop in the future.

Small group teaching

Sometimes learners benefit from focused teaching for a limited time to develop an aspect of learning they find difficult or have missed earlier. Fair Futures teachers and bilingual support workers can lead language-focused teaching on a range of curricular areas to raise attainment and increase confidence.

Small group focused teaching

Fair Futures offers a range of small group focused teaching to develop academic language and literacy and vocabulary. It is suitable for EAL learners and pupils who struggle to express their understanding orally or in writing. In line with research evidence, this work aims to keep cognitive challenge high while supporting language development so is unlikely to be suitable for pupils struggling with curriculum concepts for reasons other than EAL.

Primary

Select from:

Talking Maths (3 x 30 minutes x 12 weeks) max 4 per group

Writers' Workshop (10 hours)

Reading Superpowers (2 x 30 minutes x 10 weeks)

Pre-teaching key language/ concepts (2 x 30 mins x 12 weeks)

Maximum 6 per group, except Talking Maths: max 4 pupils per group.

Secondary

Select from:

Phonics for Life (4 x 30 minutes x 14 weeks) (International New Arrivals)

GCSE English intervention (2 x 20 minutes x 10 weeks)

Handwriting intervention (2 x 20 minutes x 5 weeks)

Reading for Pleasure group (reluctant readers) (1 x 30 minutes x 14 weeks)

Focused teaching for Y11 EAL learners

EAL learners who join UK education in KS3/4 are likely to have gaps in the learning needed for GCSEs and beyond. This intervention focuses on EAL learners arriving in KS4 and those who arrived earlier but are underachieving. Needs are identified and small group and/or in-class support is used to close the gap and enable catch-up. Includes careers advice, discussion of career pathways and help with college courses and applications.
Can run during registration, in class or after school.

Assessment

Bilingual learners' acquisition of English is likely to follow a different route than that of their monolingual peers.

Understanding the steps of progress and areas needing more focus is essential for effective planning for language in the curriculum. Fair Futures staff assess EAL development and give you clear reports with suggested strategies for supporting each pupil's next steps in English language.

Formative assessment

Fair Futures staff carry out formative assessment during the course of teaching and learning with Early Stage EAL learners in your school. This assessment gives you information on starting points and progress in English language and the evidence you need to demonstrate pupil progress and the impact of teaching and your curriculum. In addition to Early Stage Learner assessments, you can also request formative assessment with other EAL learners in the same class/group (Additional Formative Assessment). This is particularly useful if you need more information on selecting appropriate teaching and learning strategies for particular EAL learners or for any whose progress is beginning to be a cause for concern.

Progress Report

When Fair Futures staff work regularly with EAL learners in the first 3 years of UK education, they carry out formative assessment. The report from this gives you individual pupil progress in English language on the NASSEA EAL Framework and their attainment on it at the end of the period of support. The progress report gives recommended strategies to suit the pupil at their current age and stage of English language development. This supports class/subject teachers to meet the pupil's needs in everyday learning. You can arrange an additional formative assessment and progress report for other supported EAL learners on request at the beginning of the period of support.

Assessment

Fair Futures dual-language assessment identifies the pupil's competence in English and their first language and/or language of previous education. This gives your school valuable information on the pupil's prior learning and development, to inform your planning and teaching.

Subject to availability in the language required.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

SEND Code of Practice, 2014

Understanding the reasons why an EAL learner is struggling with aspects of the curriculum can be difficult. **Fair Futures EAL/SEN assessment** supports accurate identification of additional needs in EAL learners, through a series of assessment activities in English and the pupil's first language and/or previous language of education. Following this, a pupil will be recommended for referral for SEN assessment or the school will be given detailed advice on the pupil's EAL and learning needs and strategies to support these.

Subject to availability in the language required.

EAL data analysis

Fair Futures can analyse your school's EAL progress and English language level data to provide the detail needed for a focus on this group in your school self-evaluation. This can be matched against subject attainment and progress to identify areas of the curriculum which would benefit from greater diversity and scaffolding.

Whole school development

Annual Whole School Review

Review of policy and practice, teaching and learning for EAL learners, the learning environment, parental involvement, attainment and progress, with recommendations for development. 1 day review with report.

Curriculum review: diversity and pupil need

Getting the curriculum right for the range of pupils in your school needs time, care and knowledge. Fair Futures can work with you to identify the particular curriculum needs of children learning through English as an additional language, and to plan and resource a curriculum which is inclusive for pupils from a range of cultural backgrounds, supporting all pupils to develop into active citizens within a diverse community. Our curriculum review focuses on policy and practice, evidence and evaluation, to identify aspects of learning which would benefit from varying teaching and learning approaches, enhanced resourcing and more diverse exemplification.

The curriculum review is carried out by Fair Futures and school senior leaders in partnership to achieve a comprehensive result.

System information and updates

For schools with higher numbers of EAL learners, a central point of information is crucial to your staff having the information they need on EAL learners to help them plan and teach to meet the students' needs. Our staff can create a database of student language levels and progress, with guidance for effective strategies to scaffold learning for them at each stage of development.

Advice and Guidance

Fair Futures offers specialist advice and guidance on all areas of EAL and GRT education, equalities linked to ethnic background, religion, culture and language and diversity in education.

Contact Tel: 07731 402276 fairfutures@outlook.com

Professional learning and development

Fair Futures staff have worked in the field of professional development for many years, developing and delivering professional learning sessions, and in the writing, delivery and evaluation of organisation-wide professional learning, including accredited university courses. This ranges from collaborative teaching to conference organisation, from local schools to international programmes and from stand-alone sessions to developmental courses and Master's degree programmes.

Professional learning and development

Fair Futures CPD addresses many themes relevant to school, from the implications of the Ofsted framework for EAL, minority ethnic and GRT learners to language and literacy development, curriculum-linked celebrations, cultural development and equality in education. Our CPD is delivered through individual sessions, linked sessions and developmental learning across an academic year; face-to-face and online learning; sessions in individual schools and centrally for colleagues from different schools to attend.

Each form and length of professional learning is costed so that you can choose the mode of delivery that best suits your school's needs and budget.

Professional learning face-to-face courses and links to online sessions can be found on our website Professional Learning and Development page https://www.fairfuturescic.org/services-4

Online CPD

Our online professional learning can be found at https://www.nassea.org.uk/nassea-events/

Book your places at www.nassea.org.uk/events

Learning and assessing languages

Language teaching and learning

Fair Futures can support your pupils' language learning through class teaching, language assistant support and extra-curricular language clubs, with teachers or assistants who specialise in language development and are highly competent or fluent speakers of the language.

Our staff can follow your curriculum plan or devise one to meet the requirements of the National Curriculum or your GCSE exam board.

Languages available:

French	Mandarin	Cantonese
Polish	Urdu	
Farsi/ Persian		

If you prefer your pupils to have a wider experience of languages, you can choose our language experience lessons, focusing on a different language each half term.

GCSE MFL/ community languages

Our languages specialists facilitate language GCSEs in schools across the North West, enabling students to gain accreditation in a language not taught at their school.

Promote your students' language development and learning for the future by supporting GCSE success in community languages. GCSE support available in: Polish, Urdu, Chinese, German, Italian, French, Arabic, Greek, Portuguese, Turkish, Panjabi and Russian. This can enable students to gain the EBacc qualification if they are also studying history or geography.

Please ask for the price list when you are ready to book.

Interpreting and translation

Fair Futures staff offer interpreting and translation in over 20 languages. Our interpreting and translation team includes qualified educational practitioners who understand the work of schools, interpreting and translating accurately and sensitively for a range of school purposes, from parents' evenings to SEND review meetings. We offer a range of interpreting and translation formats to suit different situations.

Face to face interpreting

Our interpreters are available for face to face interpreting within Greater Manchester. Cost includes meeting and travel time and expenses.

Short standard translation

Written translation of short standard school letters is at a flat rate. Send us your logo and/or letterhead and we'll send you the dual language letter ready to print.

Translation

Fair Futures translators can translate longer or more specific translation, with many specialising in education content. Their experience in this area means they can convey meaning accurately in texts from *Bring your wellies tomorrow* to EHCPs.

Online or phone interpreting

Interpreting via Teams, Zoom or phone makes setting up your meeting easier wherever you are. Fair Futures interpreters can join meetings online, be online to interpret when others are together in a face to face meeting, or interpret on the phone on a three-party conversation. Fair Futures can set up the online/phone meeting for you if needed.

Recorded translation

Using first languages for learning is an important strategy in ensuring access to the curriculum and age-appropriate development. Having recorded texts from short instructions to whole texts can be invaluable, particularly for pupils who are not literate in their first language. Fair Futures can translate and record sound files for you to use in the classroom, subject to copyright.

Enrichment and extracurricular learning

Fair Futures staff lead extracurricular and enrichment activities for pupils in schools. These activities have a focus on language, cultural and well-being development within a variety of contexts.

Priced as extracurricular learning

Our histories

Students develop skills in oral history, content selection, writing and IT through interviewing and recording real life histories.

Multiliteracy

Reading group supporting reading in first languages other than English. This promotes academic language development and access to the curriculum for bilingual learners.

Cookery workshops

Young people cook food from around the world, focusing on eating healthily and economically and minimising food waste.

Reading for pleasure

Fun reading with a competitive element for reluctant readers in upper KS2 and KS3

Priced as creative activities

Language club

Language learning in Punjabi, Polish, Mandarin, Farsi, German, French or Italian. Can run for first language speakers only or a mixed language group.

Creative workshops

Cultural activities involving children in exploring the curriculum through the diversity of their local and global communities.
Examples: Global story book project
Chinese art and culture Ramadan workshop
Persian New Year Chinese New Year
Christmas Around the World
Polish Christmas Eid celebration
Easter Traditions in Central Europe

Food and language tasting session: available in a range of languages/cultures

Italian language and culture

Polish language and culture

Tutoring to increase progress and help pupils who have missed learning or have fallen behind their peers.

ARTiculate

This art project, created by the British Association of Art Therapists, supports children and young people who have experienced trauma and loss to make sense of their feelings and find a way of expressing them. It is designed to develop trust and self-esteem in children who have had difficult life experiences and have missed opportunities to play, engage in art activities and use their imaginations in a creative way. Sessions are led by a qualified art and EAL teacher, trained in the ARTiculate approach.

Fair Futures Community Interest Company

Global Perspectives

The National Curriculum requires pupils to learn about people, places, events, knowledge, art, beliefs and communities locally, nationally and globally. In a world with increasing international trade, communication and travel, a curriculum rich with diverse perspectives, wide-ranging examples and language development opportunities will serve the next generation well.

Fair Futures Global Perspectives curriculum materials support schools to deliver a richer, more inclusive curriculum. The range includes resource loans, class workshops, books, online lessons and collaborative teaching.

Curriculum topic boxes to loan

RE/ Geography/PSHCE

- Buddhism
- Christianity
- Islam
- Sikhism
- Ramadan and Eid
- Chinese New Year
- Nowruz

KS2

- The Stone Age
- The Vikings
- World War 1
- World War 2
- The Rainforest

Collaborative teaching

Early Years

- Pirates
- Winter
- The Builder's Yard
- The Garden Centre
- Food around the world

KS1

- Woodland mammals
- At the Zoo
- How does it work?

Online recorded lessons

Class work-shops

KS2/3 Science

- Al Zahrawi and medical invention
- Elizabeth Anionwu and specialist nursing
- Lewis Howard Latimer and electricity
- Wangari Maathi and conservation
- Lonnie Johnson and engineering
- Maggie Aderin-Pocock and astronomy
- Roger Arliner Young and zoology
- Sarah Gilbert and vaccinology

PSHCE

- Rights and Responsibilities
- Identity
- Global Community
- Migration

Multilingual Story Bags

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Teaching and learning resources

Fair Futures develops teaching and learning resources to enable EAL learners at all stages of English language development to access the curriculum and to develop English. Most of these resources are bespoke for individual teachers, classes and pupils. Some have wider application and are available to purchase as hard copy materials or downloadable resources.

These resources link to the National Curriculum and use research-based strategies, tried and tested in the classroom.



Our hard copy teaching and learning resources are sold via NASSEA. Please go to https://www.nassea.org.uk/shop/ to find these.

Fair Futures CIC downloadable resources are available in our TES shop https://www.tes.com/teaching-resources/shop/FairFutures

Fair Futures Community Interest Company

Fair Futures community projects

Fair Futures is a Community Interest Company working with children, young people and families to promote successful learning and reduce barriers to education. Fair Futures provides educational and social opportunities for people from minoritised communities in Bury, Greater Manchester, and surrounding areas, promoting participation in a cohesive community.
Fair Futures also supports children and families from around the world who have come to Greater Manchester as refugees, asylum seekers and migrants. Our organisation promotes equality, equity and diversity and runs activities to promote shared understanding between people from different backgrounds.

Our community projects are not part of education SLAs: they involve different sections of the community. Some of the projects are for school-aged children and young people and you may want to refer a child to a Fair Futures group or bring it to the attention of the child's parents/ carers. Please see our website for details of current groups and projects.

Young Refugee and Asylum Seeker (YASR) group (boys aged 15-19)
Additional classes and activities are often available for members of the YASR group

The View From My Window project funded by Bury Council through Bury Culture Fund, working with newcomers to Bury and 10 Bury primary school classes

ESOL classes funded by GM Refugee Welcome Programme

- ESOL classes
- Literacy class
- Conversation class

With many thanks to our funders and partners:

Fair Futures Community Interest Company

Fair Futures projects

Schools Linking

Fair Futures CIC is working with The Linking Network to deliver the Bury Schools Linking Programme over the coming three years.

This programme facilitates effective links between a diverse range of schools, creating opportunities for children and young people to meet others different to themselves, to explore commonality and difference.

It includes teacher development for Linking teachers to enable teachers to lead linking in their schools.

The programme also encourages family engagement in their children's experience of schools linking; maximising support and building social cohesion.

The Linking Network
Identity Diversity Community Equality

Intergenerational Linking

Fair Futures CIC is working to develop intergenerational linking, following on from the successful Intergenerational Linking project which ran in Bury from 2021-23 and the continuing work with support from The Linking Network through 2023-24.

We are continuing this work with schools, care homes and other organisations working with older and younger members of the community. The project so far has forged wonderful links between primary and secondary schools and residents of care homes for older people. Fair Futures will develop these links further to promote positive intergenerational links, community volunteering and a strong community.

Fair Futures Community Interest Company

Fair Futures projects

Schools of Sanctuary

Fair Futures is the Schools of Sanctuary local lead for Bury. Working with the Schools of Sanctuary network and City of Sanctuary, we will support schools in Bury to achieve the Schools of Sanctuary Award.

A School of Sanctuary is '*a welcoming school that is proud to be a place of safety and inclusion for* ***all***.'

About Schools of Sanctuary

We want to live in a world where every child feels safe and accepted regardless of what they believe, where they are from or what they look like; a world where cultural diversity is valued and celebrated. Schools of Sanctuary is an initiative aiming to make this vision a reality.

A Welcoming School

By becoming a School of Sanctuary, you will be fostering a culture of welcome and inclusion in your school and community. You will be offering refuge to those who need it and you will be equipping pupils and students with intercultural skills and the ability to have compassion in what is, for many, a turbulent world.

Fair Futures Community Interest Company

Alternative Provision

Fair Futures offers part-time, unregistered Alternative Provision education for pupils at our premises on Broad Street, at the pupil's school, at the pupil's home or other suitable venue.

Fair Futures is on the **FPS Alternative Provision provider list for Bury Council** to deliver:

- Tutoring (Primary and Secondary)
- Tutoring to 16-18 year-olds
- Complementary Provision (Including Mentoring) to pupils of statutory school age

on **Bury Council's FPS provider list Educational and Vocational Training for 16 -18 Year olds**, offering:

- Academic support and teaching
- Life Skills
- Personal Development

and on the **North West Local Authorities FPS for SEND**, offering:

Alternative Provision where the Provider is not registered with Ofsted

See the Bury Directory or contact us for details fairfutures@outlook.com

Fair Futures Community Interest Company

Fair Futures SLA

Terms and conditions

Service Level Agreements can run by financial year or academic year, to suit the school or organisation. SLAs can also run for other lengths of time by agreement. For example, a school currently operating a financial year SLA that wants to change to an academic year SLA can arrange a four-term SLA.

Booking

Please book using our order form and remember to include a purchase order number. https://www.fairfuturescic.org/booking-and-referral

Termination deadlines:

31st December to terminate on 31st March

31st March to terminate on 31st August.



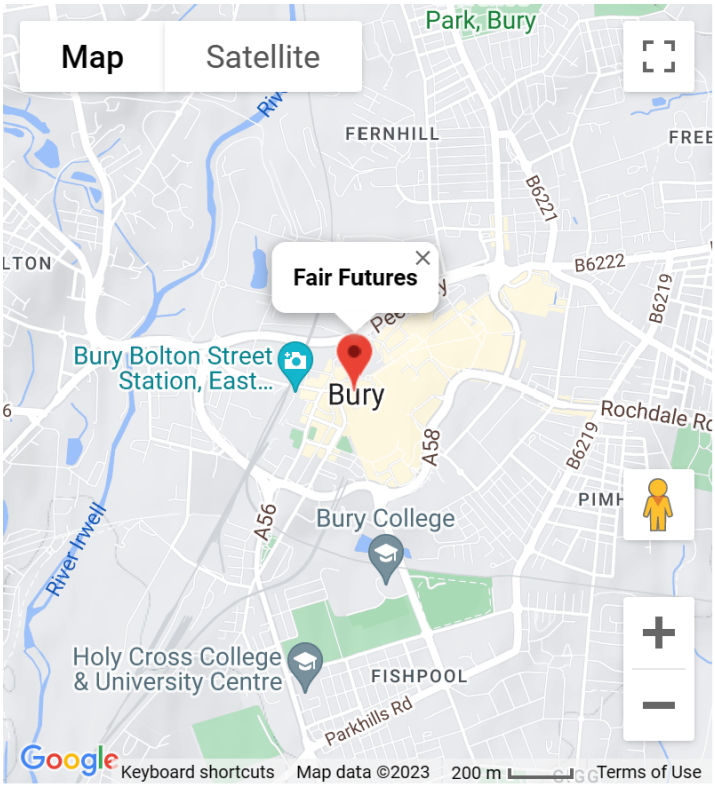






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Follow us on:

X @fairfutures1

BlueSky

@fairfutures.bsky.social

LinkedIn www.linkedin.com/in/fair-futures-a2920b415

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