

Ethnic Minority Achievement Service - Proposal to maintain the existing level of EMA support**Core provision****1. Training and consultancy advice for schools:**

- Provision of ethnic minority achievement health-check audits using RAISEonline data and directed questions, related to the latest Ofsted framework, to support schools in identifying and addressing achievement gaps and strengthening their provision
- Unlimited access to a range of central CPD with a focus on EAL, provision for minority ethnic learners and Social, Moral, Spiritual and Cultural development/British Values
- Termly networking meetings for EAL co-ordinators and EAL TAs
- Strategic support for HTs and SLTs
- Operational support for Inclusions Managers, Class Teachers and TAs
- Prompt contingency support for schools, e.g. school visits to discuss admissions and induction arrangements for newly-arrived learners
- Support with the assessment and tracking of learners whose starting points are different from other learners
- Direct access to telephone and email support
- Tailor-made school-based CPD twilight sessions on request
- Free access to a comprehensive range of resources on Fronter MLE site and recommendations/advice on commercially available publications (e.g. dual language books and dictionaries)
- Advice and training in the use of key publications, e.g. those produced by the team and archived National Strategies materials
- Training in high-quality EAL interventions, including Talking Partners and Talking Maths (small fee applies for initial training but ongoing support is available at no additional charge)

2. Strategic work with LA-based services on behalf of all LA schools, and Academies buying back services, through liaison with:

- the Admissions team to facilitate the admission and induction of vulnerable learners;
- the Family Learning team to provide information on services available to schools such as ESOL classes;
- other education teams (e.g. Learning Support) to facilitate transitions for vulnerable pupils; and
- the LMS team to ensure assessment of EAL learners reflects best practice.

For all maintained schools in Havering, access to the services of the team is available at no additional charge and school requests are always met within agreed time schedules.

3. Rationale for maintaining a central team with EAL and EMA expertise in Havering

- The demographic of Havering is continuing to change rapidly. In a period of 5 years the percentage of children with EAL in primary schools has risen from 9% (Jan 2010) to 20% (Jan 2015) and a number of schools have seen their EAL population increase significantly (with one school receiving 43 new EAL learners over the year).
- Children with EAL and from certain minority ethnic backgrounds are potentially vulnerable groups who may underachieve if their ongoing needs are not recognised or



addressed. In addition to providing advice on the needs of newly-arrived pupils, the EMA team can help schools address the needs of more advanced learners of EAL in order to help address any barriers to their academic potential.

- The new Ofsted framework places an increased focus on preparing pupils for life in modern Britain through an understanding and appreciation of the range of different cultures within the school and further afield. The EMA team is able to provide central training to help teachers consider cultural inclusivity and British Values within their everyday teaching.
- Unlike many other Local Authorities, we have no dedicated EAL teacher-expertise in schools as the relatively small amount of devolved EAL funding has been used to fund TA support where schools fulfil certain criteria. It is recognised that there is growing expertise at both EAL Co-ordinator and TA level, but there is also an ongoing need for such work to be supported and developed through high quality CPD and mentoring. The central EMA team can help schools manage this operational support whilst also providing the strategic support that would otherwise be missing.
- The need for EAL support is unpredictable so we need to continue to ensure a mechanism that can provide a prompt response to changing demand, without the requirement for individual maintained schools having to buy into a pre-determined service level agreement.
- The use of de-delegated budget brings economies of scale to all schools and allows them to pool resources to maintain an established, quality service.
- The capacity to meet learners' needs is increasing in a number of our schools; however, there are still schools that have very little experience of meeting the needs of learners of EAL. The co-ordinated admissions policy is impacting on such schools that are now starting to receive early-stage EAL learners for the first time. Without a central service, such schools would need to buy in support from external providers.
- Over 120 different first languages are spoken by pupils in Havering schools and we still have "isolated" speakers of particular languages. This makes it hard for schools to target resources accordingly but the EMA team have the knowledge and experience to signpost schools to organisations and publications to address the needs of such learners.
- The central team has a crucial role to play in managing school-to-school support networks and ensuring the sharing of best practice. Our established networks of EMA co-ordinators and EAL TAs could be at risk if these functions were not managed centrally.

4. Rationale for de-delegation of EAL funding to maintain a small contingency fund

The retention of a small contingency fund will continue to allow schools to apply for funding in the case where funds transferred through the EAL3 formula, based on previous census data, may be low but where learners arrive mid-phase and no additional funding would otherwise be available until the next budget period.

In addition, some children transfer from infant to junior schools with ongoing EAL needs. The EMA team recognise the need for some targeted EAL funding in junior schools where EAL numbers may previously have been low but where cohorts of pupils are transferring from infant schools with a low Average Point Score at end of KS1 assessment.

If schools were to continue to agree to the retention of a small contingency fund, this would maintain this additional level of response to genuine need which would not be possible if all funds were transferred up front according to the EAL3 formula.

