

Ethnic Minority Achievement Service

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 and networking meetings with a focus on EAL, provision for minority ethnic learners and Social, Moral, Spiritual and Cultural development
- 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
- Free access to a comprehensive range of resources on Fronter MLE site and access to dual-language books and dictionaries
- Advice and training in the use of key publications, including 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 Pupil Services team to facilitate the admission of vulnerable learners
- Childrens' Centres to develop provision available for schools such as ESOL classes and parenting courses
- other education teams (e.g. Learning Support) to facilitate transitions for vulnerable pupils
- the LMS team to adapt the SIMS system to incorporate EAL assessment

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 changing rapidly. In a period of just over 4 years, the percentage of learners in Havering schools from minority ethnic backgrounds has risen from 17% (Oct 08) to 27% (Jan 13) whilst the percentage of those with EAL has risen from 6% (Oct 08) to nearly 13% (Jan 13). One school's EAL population has risen from 27% to 51% over this period whilst other schools have seen their EAL population increase by 20 or more pupils over the past 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. The current Ofsted framework places an increased focus on narrowing attainment gaps and highlights the need to provide effectively for learners whose starting points are different from other learners.
- 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 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 will bring economies of scale to all schools and allow 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 new 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 110 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 contingency fund would 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, although the limitation of funding for 3 years from the point a child enters the compulsory school system is responsive to genuine need for early intervention, 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 agree to the retention of a small contingency fund, this would maintain an additional level of response to genuine need whilst allowing control over their own funds through a simpler and more transparent system.

