

SCHOOLS FORUM – 21 March 2013

Title:	Pre-16 EAL (English as an Additional Language) Provision	
Corporate Director:	Candida Brudenell	Wards affected: All
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Summary

The current full-time provision for Yr 11 EAL new arrivals is based at South Nottingham College (recently renamed Central College Nottingham), agreed by Schools' Forum and funded through Dedicated Schools Grant (DSG); the proposal is to end the external provision and bring it back into the LA, planned and delivered by EAL specialists within School Access and Improvement. This would be based on a City secondary school site.

Currently, schools taking these pupils on roll (via a Fair Access Panel or usual admissions) receive the full AWPU (depending on admission date) and FAP allocation but do not provide any teaching or services as the provision is full-time; the proposal is to recoup a proportion of this funding for the provision.

The proposal would represent a more appropriate provision for this vulnerable group and save money from DSG.

Recommendations:

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| 1 | <p>approve the non-renewal of the contract with Central College at the end of the current academic year 2012-13 (July 2013).</p> <p>Note: the contract is annually renewable and, currently, £149,000 maximum is set aside for this provision.</p> |
| 2 | <p>approve the implementation of a financial agreement whereby a proportion of the AWPU/FAP/other pupil-based payments to schools, that take pupils from this cohort onto their roll, is paid back to cover the costs of the full-time provision from September 2013 e.g. £1,000/term.</p> <p>Note: FAP allocation is £1 000 per student. AWPU is allocated to schools for those students who are on roll prior to the census date in October; therefore, for this cohort, AWPU (currently £4,896) is payable for any students taken on roll in late Yr 10 or early Yr 11. Students arriving later in Yr 11 would attract the FAP allocation as well as headcount, EAL, deprivation, mobility indices etc.</p> |
| 3 | <p>note the level of funding (£110,000) in the first year (2013-14) and the proposal to establish this provision within the LA, planned and part-delivered by EAL specialists within the Identity, Diversity and EAL (IDEAL) team, School Access and Improvement (see financial overview in part 1 below).</p> |

	Note: The target is to reduce this in the following year. The allocated funding would cover staffing, premises, resources and curriculum materials.
4	note the requirement to recruit additional experienced staff to jointly establish and deliver the provision and provide a proportion of the teaching i.e. 1 part-time teacher, 1 full-time Teaching Assistant (alongside the existing LA consultant team). Note: £40,000 already included within the £110,000K above.
5	note the need to establish a teaching base from September 2013 within a City secondary school but serving schools City-wide (hire of premises to be agreed).

1. **BACKGROUND**

- 1.1 This targeted provision was established in 2005 to meet the needs of newly arrived asylum seeker young people in Yr 11 (and late Yr 10) who were new to English and unable to access the mainstream curriculum; in recent years, the remit has expanded to include newly arrived beginner EAL learners from a range of backgrounds e.g. EU migrants as well as asylum seekers.
- 1.2 Currently, the young people attend the college full-time but are on roll at a named City secondary school for official and safeguarding purposes. The provision is subject to an annually-renewable contract and termly review meeting carried out by Jane Daffé, Senior Achievement Consultant, School Access and Improvement. There is regular liaison between the LA and college concerning referrals, admissions criteria, teaching and learning, student welfare etc.

2. **REASONS FOR RECOMMENDATIONS (INCLUDING OUTCOMES OF CONSULTATION)**

- 2.1 The changed funding arrangements and ensuing relationships with schools has required the former EMAG central team (3 consultants and admin) to develop their Sold Services to schools. The team is currently responsible for monitoring the established Year 11 EAL provision based at Central College. In addition, the team's core responsibilities involve training and support for all Nottingham primary and secondary schools relating to EAL, ethnic minority achievement and equalities and diversity issues. Discussions with school representatives attending the Secondary EAL network demonstrate their support for the proposals. Following discussions with the Adviser for Vulnerable Groups and the Head of Service (School Access and Improvement), we concluded that:
- 2.2 The established provision at Central College does not allow for a mainstream school experience alongside peers, therefore the EAL new arrivals are automatically disadvantaged from receiving certain services and experiences available to all other young people. The teaching is delivered by staff trained in and predominantly working in adult education rather than secondary schools; the taught curriculum and some teaching and learning observations have been found to be uninspiring and, in some cases, inadequate. The college environment does not have a well-established set of procedures for ensuring parental involvement and liaison to support the young person's learning experiences. There is not the same level of supervision as would be the norm in a school environment.
- 2.3 The EAL consultant team within the LA is experienced and well-placed to take over and enhance this provision within a school setting; at the same time, this would

support their requirement to develop Sold Services whilst making a financial. This year, some secondary schools have begun to purchase packages of intensive EAL teaching (delivered by the IDEAL team of consultants) for individuals and small groups in order to address the learning needs of a growing number of other newly arrived students in Yrs 7-10; this is in line with our move towards being a Sold Service and able to provide what schools require. The Year 11 provision would be an extension of this developing change of role. Within the IDEAL consultant team, there is a former National Strategies Regional Adviser for EAL whose role was to advise on best practice for EAL learners nationally, therefore the expertise available to develop an exemplary provision is unquestionable.

3. OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

- 3.1 An option considered is to maintain the current contract with Central College. However, the present provision does not allow for young people to be in a school environment with their peers which is thought to be desirable, inclusive and most appropriate (as described above); they are currently not afforded the same opportunities and experiences, which has equalities implications. Whilst college provision will suit some young people, a secondary school environment and style of teaching will be more appropriate.
- 3.2 An alternative is for no specialised provision to be made and individual schools to make their own provision for the named pupils on their roll, using AWPU and FAP funding as already provided. However, City secondary schools have welcomed this specialist provision to date as they have not felt able to provide the level of intensive English teaching required for new arrivals at that stage in their education; the expertise required to secure good outcomes for what is often a small group or one student would be difficult and expensive to provide within a school setting. Secondary EAL network meetings also suggest schools would still prefer the provision to be made centrally; even schools with specialist EAL teaching staff roles do not have the capacity to provide full-time input to Year 11 beginners as described as their remit will be the entire school. The current provision also attracts students from outside the City as a cross-border reimbursement arrangement as such sought-after provision is not available in all LAs.

4. OUTCOMES/DELIVERABLES

- 4.1 To establish an exemplary full-time provision at a reduced cost. The IDEAL consultant team has vast EAL experience and the necessary secondary teaching skills to deliver the provision. The taught curriculum would incorporate other key subjects alongside English language learning as with the current provision at South Nottingham College – mathematics, science, ICT, PSHE and Citizenship. We would also hope to offer the experience of other practical subjects such as P.E, DT and Art in collaboration with the host school.
- 4.2 To enhance the provision for our Year 11 new arrivals, ensuring the experience of a mainstream school environment and access to services and opportunities available to their peers in keeping with the Equality Act 2010 legislation and recommendations for positive action.
- 4.3 To secure recognised and age-appropriate qualification pathways that will support further education options.

Measurables:

1. Numbers of students accessing the provision (see table below);

2. Numbers of students making estimated progress and reaching their academic potential;
3. Numbers of students attaining qualifications for further education (2011-12 attainment – 52% students achieved Entry Level 2 as a minimum qualification in one or more subject);
4. Increased percentage of students with good attendance rates (2011-12 attendance - 65% students had attendance of 90%+).

Academic year	Max number over year
2009-10	22 students
2010-11	26 students
2011-12	23 students

5. FINANCIAL IMPLICATIONS (INCLUDING VALUE FOR MONEY/VAT)

- 5.1 £149,000 is currently set aside to fund this provision (pro rata depending on student numbers and required staffing and invoiced termly). Based on these figures below we propose that £107, 000 would cover the cost of the first year’s establishment of the provision. As this figure includes initial set up costs we anticipate this funding requirement will be at a lower level from 2014-15 onwards. There will potentially be a further significant reduction in funding requirement from DSG if the recommendation that schools pay a proportion of their AWPU/FAP etc funding to cover the costs of the students referred is approved.
- 5.2 We wish Schools Forum to note that this represents value for money both in terms of actual savings but also the assurance that the provision will ensure inclusion for this vulnerable group and a curriculum that is age-appropriate delivered by EAL specialist secondary teachers as well as stronger home-school liaison practices at this crucial time in a young person’s life.

Table 1

	£
0.5 x FTE Teacher	22,000
1 x FT Teaching Assistant	20,000
1 day per week planning, management and admin	10,000
2.5 days per week teaching (by central team)	25,000
Costs for premises, resources, materials	30,000
	<u>107,000</u>

- 5.3 One of the proposals of this report is that Forum agree the principle that schools who have received funding for a pupil on roll at the time of the census data collection will contribute £1k per term towards that pupil being accommodated within the EAL provision. Should this proposal be agreed the requirement for the full amount of £107,000 will obviously reduce and the balance will be shown in the DSG headroom with Forum then able to decide how best to allocate it.

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6. RISK MANAGEMENT ISSUES (INCLUDING LEGAL IMPLICATIONS AND CRIME AND DISORDER ACT IMPLICATIONS)

- 6.1 This targeted provision will ensure positive outcomes for vulnerable EAL new arrivals in KS4 who are unable to access mainstream provision; it will ensure that they receive their entitlement to a quality full-time education whilst of statutory school age regardless of ethnic, linguistic, national or faith, background. In line with the Equality Act 2010, this provision would be seen as an example of Nottingham City schools' positive action for young people with the above protected characteristics.
- 6.2 The current cohort includes those with an asylum seeker/refugee experience, European migrant families (including Roma as a particularly vulnerable group educationally) and other newly arrived young people. The provision would support them to continue into further education, make a positive contribution and achieve economic wellbeing in the new host society. A secondary school location would also be more appropriate in terms of expectations of behaviour, health and safety and safeguarding.

Note: see also Recommendations and Reasons for Recommendations sections above.

7. OBSERVATIONS OF THE DIRECTOR OF SCHOOLS AND LEARNING

None.

8. HR ISSUES

There will need to be a recruitment process to fulfil the staffing requirement of the provision (1 teaching assistant and 1 part-time teacher).

9. EQUALITY IMPACT ASSESSMENT

Not needed as the service provision remains constant (see risk management issues - section 6 above).

Imogeen Denton
Senior Equalities Specialist

10. LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION

Current pupil admissions criteria.

11. PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT

None.