

Equality Impact Assessment Form (Page 1 of 2)

Title of EIA/ DDM: Year 11 EAL New Arrivals Provision

Name of Author: Jane Daffé

Department: School Access and Improvement

Service Area: Children and Adults

Author (assigned to Covalent):

Director: Patrick and Sarah Fielding

Strategic Budget EIA Y/N (please underline)

Brief description of proposal / policy / service being assessed:

The Year 11 New Arrivals provision is designed to meet the needs of newly arrived asylum seeker/ refugees, Roma, EU migrants and other young people in Year 11 (and late Year 10) who are new to English and unable to access the mainstream curriculum. Funding for the provision is currently agreed by Schools' Forum and funded from Dedicated Schools Grant (DSG) at £110K. Since September 2014, Nottingham City Council colleagues within the IDEAL service have worked in consultation with Nottingham's secondary schools/academies, Nottingham City Secondary Education Partnership (NCSEP) and the Fair Access Panel to establish a successful full-time provision (up to a maximum of 30 places) that meets the needs of this vulnerable cohort, ensures immediate access to an appropriate education and acquisition of core subject qualifications in preparation for post-16 study/work.

The need to secure a permanent base on the site of a mainstream school/academy has been a challenge; after consultation with all schools/academies, it has recently moved to Ellis Guilford, where there is commitment to establish a permanent sustainable future for this much-needed provision. It has become clear that in order for this partnership to be economically viable and not to the detriment of Ellis Guilford's own budget and resources, an increase in funding is necessary to ensure the future stability of the provision; it has also become evident that the extreme vulnerability and significant and complex needs of this cohort of young people require funding appropriately. This service should now be commissioned out to Ellis Guilford to deliver and High Needs Funding is deemed appropriate for this purpose.

Information used to analyse the effects on equality:

- Student numbers accessing the provision 201415 and 201516
- Numbers of students referred through Fair Access criteria (hard to place/at risk)
- Numbers of schools/academies accessing the provision
- Number (%) of LAC (unaccompanied asylum seekers) accessing the provision
- Number (%) of asylum seekers (with family) accessing the provision
- Number (%) of Roma accessing the provision
- Student attainment data 201415 and 201516

We continue to experience ever increasing numbers of newly arrived EAL and other ethnic minority pupils into Nottingham City schools. We have seen a steady increase in the proportion of ethnic minority pupils, up from 43% of the school population in 2011 to 52% in the 2016 school population census. Within that, group, the percentage of EAL pupils has risen from 22% to 29%. Given this increased pressure on schools, the development of this unique provision for the City has been crucial to support both schools and vulnerable young people and has attracted referrals and interest beyond the City.

	Could particularly benefit X	May adversely impact X	How different groups could be affected (Summary of impacts)	Details of actions to reduce negative or increase positive impact (or why action isn't possible)
People from different ethnic groups.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	If ongoing sustainable funding <i>is not agreed</i> as requested for this specialised provision, individual schools/academies would become responsible for ensuring their own provision in-house for these Year 11 students on their roll. Experience shows that schools are reluctant to accept newly arrived EAL students in late Key Stage 4 due to the pressures of GCSE exams. In the past, delays and refusals have	<ol style="list-style-type: none"> 1 Annual CPD programme to schools staff to embed best practice and knowledge/awareness of needs of pupils from a range of groups vulnerable to underachievement 2 Ongoing support, training and
Men	<input type="checkbox"/>	<input type="checkbox"/>		
Women	<input type="checkbox"/>	<input type="checkbox"/>		
Trans	<input type="checkbox"/>	<input type="checkbox"/>		

Disabled people or carers.	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy/ Maternity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
People of different faiths/ beliefs and those with none.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lesbian, gay or bisexual people.	<input type="checkbox"/>	<input type="checkbox"/>
Older	<input type="checkbox"/>	<input type="checkbox"/>
Younger	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other (e.g. marriage/ civil partnership, <u>looked after children, cohesion/ good relations, vulnerable children/ adults</u>). <i>Please underline the group(s) /issue more adversely affected or which benefits.</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

been common, with young people not being able to access their entitlement to a full-time education.

Schools/academies have welcomed this specialist provision to date as they have not felt able to provide and resource the level of intensive English teaching required for new arrivals at that stage in their education; in the last 2 years 13 out of 15 City schools/academies have referred students to the provision. The expertise required to secure good outcomes for what is often a small group or even just one student would be difficult and costly to provide in an individual school. Even schools with specialist EAL teaching staff roles do not have the capacity to provide full-time input to Year 11 beginners as they have to support across the whole school.

If the funding ***is not agreed*** this would also result in the teaching staff (1 teacher and 2 teaching assistants) being made redundant and a loss of EAL local expertise.

This would also:

- leave the LA with no suitable provision to support the educational needs of these vulnerable Year 11 students
- detract from the LA's ability to support raising the achievement of EAL/ethnic minority pupils which is a growing percentage of the school population and an Ofsted East Midlands regional priority as evidenced by the report and foci of the visit to Nottingham to discuss provision for and outcomes of EAL learners, amongst other vulnerable groups;
- as a City Council there is a focus on newly arrived and emerging communities across the City and the services that are required to support their integration into local communities. It would be a regressive step to lose this specialist service available to schools to support the specific needs, language acquisition and attainment of these pupils.
- schools would have to make provision for Year 11 EAL new arrivals independently and fund all necessary activities; schools would have to either train their own staff or seek external providers to support them with the specific skills required to effectively teach these groups of pupils

- guidance for individual schools
- Production of teaching resources for schools
- EAL teaching as Sold Service to schools
- Undertake assessments of newly-arrived pupils who are new to English to support rapid and appropriate school placements
- Maintained schools have an entitlement to:
 - a named consultant for bespoke advice;
 - free access to phase-based EAL network meetings to share good practice with other school staff;
 - 1 day consultant support in school (could include planning, staff training, and data analysis).

Outcome(s) of equality impact assessment:

- No major change needed
- Adjust the policy/proposal
- Adverse impact but continue
- Stop and remove the policy/proposal

Arrangements for future monitoring of equality impact of this proposal / policy / service:

Annual and ongoing evaluation and monitoring of improvement plan. Data analysis of numbers, attendance and outcomes for students accessing the provision

Approved by (manager signature):Nicholas Lee nicholas.lee@nottinghamcity.gov.uk

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Date sent to equality team for publishing:

29.9.16

Before you send your EIA to the Equality and Community Relations Team for scrutiny, have you:

1. Read the guidance and good practice EIA's
<http://www.nottinghamcity.gov.uk/article/25573/Equality-Impact-Assessment>
2. Clearly summarised your proposal/ policy/ service to be assessed.
3. Hyperlinked to the appropriate documents.
4. Written in clear user friendly language, free from all jargon (spelling out acronyms).
5. Included appropriate data.
6. Consulted the relevant groups or citizens or stated clearly when this is going to happen.
7. Clearly cross referenced your impacts with SMART actions.