

## SCHOOLS FORUM - 24 APRIL 2014

<b>Title of paper:</b>	Pre-16 EAL (English as an Additional Language) Provision
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### **Summary**

A report on this submit was previously submitted to Schools Forum during the 2012/13 academic year but, at that point, a suitable school site had not been identified and the Team were asked to resubmit the report at a later date.

The current full-time provision for Year 11 EAL new arrivals is based at Central College, funded through Dedicated Schools Grant (DSG) as agreed by Schools' Forum and the provision is monitored and quality assured through the contract with Central College.

The proposal is to end the external provision but continue to deliver the same service, planned and delivered by EAL specialists within the the Identity, Diversity and EAL (IDEAL) Team, School Access and Improvement, and based at Djanogly City Academy.

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

<b>Recommendation(s):</b>	
<b>1</b>	To approve not renewing the contract with Central College at the end of the 2013/14 academic year (July 2014), noting that the contract is annually renewable and a maximum of £149,000 is set aside for the external provision.
<b>2</b>	To note the required funding estimated at £110,000 in the first year (2014/15) for the Djanogly based provision which will be planned, managed and part-delivered by EAL specialists within the IDEAL Team, School Access and Improvement. Noting that the target is to reduce this in subsequent years as the initial set-up costs will only be required in the first year and the allocated funding will cover staffing, administration, premises, resources and curriculum materials.
<b>3</b>	To note the requirement to recruit additional, experienced staff member(s) to jointly deliver the full-time provision i.e. 1 part-time teacher (0.5 FTE), 1 full-time Teaching Assistant, alongside the existing Local Authority (LA) consultant team who will establish and manage the provision and jointly provide a proportion of the teaching, at a cost of £42,000 which is included within the £110,000 above.
<b>4</b>	To approve that any 2013/14 under spend associated with this service is allocated back to the DSG reserve and earmarked to support any unforeseen implications from the Children and Families Bill in 2014/15, noting that this will be incorporated into the 2013/14 outturn report.

#### **1. REASONS FOR RECOMMENDATIONS (INCLUDING OUTCOMES OF CONSULTATION)**

Following discussions with the Adviser for Vulnerable Groups and the Head of Service for School Access and Improvement, it has been concluded that:

- 1.1 The established provision at Central College does not allow for an inclusive mainstream school experience alongside peers, therefore, the Year 11 EAL new arrivals are disadvantaged from receiving specific services and experiences available to 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.
- 1.2 The EAL consultant team within the LA is experienced and well-placed to lead and enhance this provision within a school setting; this academic year, we decided to deliver part of the taught curriculum at Central College in order to start to address some of the concerns outlined above. Our two team members have had lessons graded as Outstanding and Good in a no-notice drop-in observation at the college. We have also developed stronger links with the Nottingham City Secondary Education Partnership (NCSEP) (Peter McConnochie) around attendance recording and funding re transport, etc, in order to streamline systems.
- 1.3 In addition, it would support our requirement to further develop Sold Services. 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. His services continue to be sought nationally, therefore the expertise available to develop an exemplary provision is unquestionable.

## **2. BACKGROUND**

- 2.1 The proposal to end the contract with Central College was submitted to Schools Forum last academic year but, as a school site had not been secured at that point, the report was deferred to allow a site to be secured.
- 2.2 This targeted provision was originally established in 2005 to meet the needs of newly arrived asylum seeker young people in Year 11 (and late Year 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.
- 2.3 Currently, the young people arriving in Nottingham at any point in Year 11 who meet our admissions criteria (e.g. new to English) attend the college full-time but, as they are of statutory school age, are placed on roll at named City secondary schools and academies for legal and safeguarding purposes, usually via the Fair Access Protocol (FAP) process. The cohort of young people tends to be very diverse in terms of educational experience and needs, literacy, and potential for future academic study.
- 2.4 We currently quality assure and monitor the provision through a contract with Central College and there is regular liaison between the LA team and college concerning referrals, admissions criteria, teaching and learning, student welfare, etc, and the provision is subject to an annually-renewable contract and termly review meeting carried out by Jane Daffé, Senior Achievement Consultant for Vulnerable Groups, School Access and Improvement.
- 2.5 Changed funding arrangements and ensuing relationships with schools has required the former Ethnic Minority Achievement Grant (EMAG) central team (3 consultants and administration) to develop their Sold Services to schools. The team's core responsibilities involve training and support for all Nottingham primary and secondary schools/academies relating to EAL, ethnic minority achievement and equalities and diversity issues.

## **3. OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS**

- 3.1 Maintaining the current contract with Central College is not favoured as it 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, with equalities implications.
- 3.2 An alternative is for no specialised City-wide provision to be made and individual schools to make their own provision for the named pupils on their roll, using Average Weighted Pupil Unit (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 single school/academy setting. 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 across 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 other 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 - mathematics, science, ICT, Personal, Social and, Health Education (PSHE) and Citizenship. We also hope to offer the experience of other practical subjects such as P.E, Design and Technology 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 for those with protected characteristics.
- 4.3 To secure recognised and age-appropriate qualification pathways that will support further education options.
- 4.4 Measurables:
  1. Numbers of students accessing the provision over an academic year (see table below)
  2. Numbers of students making estimated progress and reaching their academic potential
  3. Numbers of students attaining qualifications for further study (including GCSEs)
  4. Increased percentage of students with good attendance rates

<b>Academic year</b>	<b>Max number over year</b>
<b>2009-10</b>	<b>22</b> students
<b>2010-11</b>	<b>26</b> students
<b>2011-12</b>	<b>23</b> students
<b>2012-13</b>	<b>29</b> students

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

- 5.1 There is £149,000 currently allocated within the 2014/15 DSG for the provision of the EAL service.
- 5.2 The proposal to deliver the service by the LA will initially cost £110,000, see **Table 1** below. This figure includes initial set up costs of £23,000 which are anticipated to reduce going forward.

<b>TABLE 1: ESTIMATED ANNUAL COSTS</b>	
	£
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
LA support	10,000
Costs for premises, initial establishment of the provision, resources, teaching equipment and materials	23,000
<b>TOTAL</b>	<b>110,000</b>

- 5.3 The value for money generated from this service transferring back to the LA will be:
- reduced costs, initially £39,000 potentially increasing in the medium term. This underspend will be factored into the 2014/15 headroom calculation and reported back to Schools Forum as part of the High Needs report;
  - the assurance that the provision will ensure inclusion for this vulnerable group;
  - a curriculum that is age-appropriate, delivered by EAL specialist secondary teachers; and
  - a stronger home-school liaison practice at this crucial time in a young person's life.

- 5.4 The actual costs in 2013/14 will be lower than budgeted, it is recommended that this underspend be allocated back to the DSG reserve and carried forward to 2014/15. The carry forward needs to be earmarked to support any unbudgeted implications of the Children and Families Bill in 2014/15. This recommendation will be included in the 2013/14 outturn report.

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

- 6.1 Risk assessment and health and safety considerations will be conducted alongside the host academy staff and in line with their existing procedures.
- 6.3 The premise of this provision is for Nottingham City to provide an exemplary provision to support the immediate and complex need of this diverse cohort of young people (by ethnicity, language and faith) arriving in the City towards the end of their statutory school age. We intend to provide equality of access to a full-time education, which will address their acquisition of English and their early integration into our City and society.

## **7. OBSERVATIONS OF THE DIRECTOR OF FAMILY COMMUNITY TEAMS**

- 7.1 The proposal is supported as it represents both value for money and an increase in the quality of provision for this vulnerable cohort of young people and their families.

## **8. HR ISSUES**

- 8.1 HR supports the recommendation to recruit additional, experienced staff member(s) to jointly deliver the full-time provision i.e. 1 part-time teacher (0.5 FTE), 1 full-time Teaching Assistant. Management will need to give careful consideration to the status of the contracts offered, and whether these should be permanent or fixed term, based on business need and the length of the funding arrangement. Appointments to posts should be in line with Council's recruitment policies and procedure and take into account People Plus, the School Teacher's Pay & Conditions Document and in respect of the Teaching Assistant role be mindful of the job evaluation and guidance relating to equal pay liabilities.
- 8.2 If it is determined that fixed term contracts are to be used, management will need to take account of the Fixed Term Contract Regulations and consider any risk of potential costs as part of any exit strategy.

## **9. EQUALITY IMPACT ASSESSMENT**

- 9.1 An EIA is not needed as the service provision remains constant.

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

- 10.1 Current student admissions criteria
- 10.2 Current contract with Central College

## **11. PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT**

- 11.1 None.