

Schools Forum

Minority Ethnic Achievement Service (MEAS) 2019 – 2020 – Financial Year

Report produced on behalf of the Deputy Chief Executive and Director for Families and Communities

PART A

Reasons for the recommendations;

The purpose of this report is;

- To inform the Schools Forum on the delivery of the current MEAS offer to maintained schools including the response and support delivered during COVID19
- To update schools on the recommendations made in the Autumn term 2019 School Forum report and progress made in delivering them
- To seek agreement of continued de-delegated funding from maintained schools' delegated budgets

PART B

Background

1. The Minority Ethnic Achievement Service was a centrally retained service until 2012/2013, when it became a de-delegated service under Exception 1 of the Funding Reform requirements. The School Forum have since voted annually to agree that the service should be provided centrally. The service is managed by Entrust Education Services, Staffordshire County Council's joint venture partner.

The Minority Ethnic Achievement Service is available to primary and secondary academies at a cost and can be purchased on a case by case basis or as a combined package of Inclusion Support and other services.

Context

2. Maintained schools are divided into two categories to determine the support they receive from MEAS.
 - EMAG (Ethnic Minority Achievement Grant) schools are identified annually based on a formula which considers the number of EAL pupils and also their country of origin. EMAG schools receive funding directly and are not entitled to support for new arrivals from MEAS.
 - Non EMAG schools can refer new arrivals to MEAS and also receive a nominal funding allowance for each pupil, this is used to fund additional resources such as dictionaries, dual language books or apps.
3. All maintained schools who do not receive the EMAG funding are able to request support for pupils causing concern, i.e. those who are not making the expected progress in learning English.
4. All referrals for the Minority Ethnic Achievement Service are sent to a central inbox MEAS@entrust-ed.co.uk. Referrals are systematically reviewed daily and allocated to a caseworker based on the language spoken by the pupil.
5. Once pupils are allocated the case worker will arrange a visit to the school. During this visit the pupil will be observed in class and an assessment will usually be conducted. The nature of this assessment depends on the age of the pupil and the language spoken. Where the caseworker speaks the pupil's language a home language assessment will be conducted. During the visit there will be a conversation with an appropriate person from the

staff to identify any particular issues for the pupil and where possible with the parent/carer. Following the visit, a comprehensive report is sent to the school which includes strategies and resources which can be used to support the pupil.

6. In addition to the initial visit MEAS will also attend meetings with parents, this is particularly useful where the team member speaks the home language but can also be useful in other cases. For example, many parents do not understand the benefits of the child talking their own language at home or how the English education system works. The team’s experience of working with EAL pupils can help to overcome these issues.
7. Schools also use the MEAS translation and interpretation service for other meetings including those with other professionals such as school nurses.
8. The number of referrals to MEAS have decreased over the last 5 academic years as the number of maintained schools has decreased. However, in the last twelve months the numbers of pupils arriving are similar to that of the previous year, even though the world-wide pandemic has impacted on world travel. There were more primary aged pupils entering schools than in 2018 – 2019 and fewer secondary aged pupils than in 2018-2019. The number of pupils causing concern has remained fairly consistent.

Figure 1 – Referrals from Maintained Schools

| Academic Year | New Arrivals Primary | New Arrivals Secondary | Pupils causing concern Primary | Pupils causing concern Secondary |
|----------------------|-----------------------------|-------------------------------|---------------------------------------|---|
| 2015 –16 | 161 | 21 | 28 | 0 |
| 2016 - 17 | 80 | 17 | 36 | 4 |
| 2017 - 18 | 47 | 6 | 29 | 3 |
| 2018 -19 | 26 | 13 | 20 | 2 |
| 2019 - 2020 | 32 | 5 | 16 | 3 |

Figure 2 – Comparison of Academy and Maintained Schools

| Primary Schools | | | | |
|--------------------------|------------------|----------|-------------------|----------|
| Academic Year | Academies | | Maintained | |
| | Schools | % | Schools | % |
| 2015/16 | 73 | 24.4% | 226 | 75.6% |
| 2016/17 | 97 | 32.4% | 202 | 67.6% |
| 2017/18 | 122 | 40.8% | 177 | 59.2% |
| 2018/19 | 148 | 49.7% | 150 | 50.4% |
| 2019 - 2020 | 177 | 56.2% | 135 | 43.8% |
| Secondary Schools | | | | |

| | | | | |
|-------------|----|-------|----|-------|
| 2015/16 | 36 | 51.4% | 34 | 48.6% |
| 2016/17 | 42 | 60.0% | 28 | 40.0% |
| 2017/18 | 47 | 67.1% | 23 | 32.9% |
| 2018/19 | 53 | 74.6% | 18 | 25.4% |
| 2019 - 2020 | 55 | 78.5% | 15 | 21.5% |

9. Beyond the individual case work, schools are also supported to develop their provision for EAL learners through a range of approaches including learning walks, modelling good practice for staff and resources such as guidance for welcoming refugees.

Impact of the MEAS service

10. Based on the service's experience of working with schools, feedback received, and the three recommendations made in the 2019 Schools Forum report, (detailed below) we have implemented some additional delivery from September 2019. These additional functions have provided schools with further support and advice on implementing the graduated response.

11. **Recommendation 1: Provide additional follow up visits to work with individual pupils and model effective strategies for school staff to implement.** *This would be allocated on a needs-basis for example where the pupil is causing concern or where the school have little experience of working with EAL pupils.*

Progress to date - All schools have been offered additional support visits which were timetabled for the Spring term 2020. Due to COVID19 virtual support was offered where it wasn't possible for visits to take place during the Summer term. This involved 17 schools and 40 pupils. All of the schools responded to the email sent offering virtual support. Where pupils were not in school, these visits will commence in the Autumn term 2020 when schools return. All the schools were emailed activity packs and an updated list of useful websites.

12. **Recommendation 2: Offer additional support to schools to work with parents such as running parent workshops**

Progress to date - It has proved difficult to run workshops in individual schools therefore the team have offered to meet with the parents/carers as part of the support when they are in school. To date 16 meetings with parents have taken place. Examples of support include;

- Translation and interpretation – parents meeting/EHCP reviews/LST meetings/AOT meetings
- General information gathering
- Advice on working with pupil at home
- Speaking in home language
- Children to be motivated to be independent
- Children to watch age appropriate TV programmes to support their language acquisition
- To involve children when shopping, learn times tables, learn the concept of time in home language (knowledge can be transferred into English), share books in home language so children can understand the concept of stories

Case Study – supporting school, child and family

Child A came to the attention of the MEAS team via the Early Years team during transition into school and was identified as having learning issues and had not developed skills appropriate to her age. Child A was considered to have autism but did not have a working diagnosis.

Since then, MEAS has worked consistently with the school and the family to interpret for and support the application for an EHCP for the pupil as well as working with the CAF team to bring about a working diagnosis for autism for Child A.

Neither parents speak nor read English. The MEAS team acted as interpreters for the parents during meetings with school where the parents requested support with the children at home in order to manage behaviour and routines and support Child A.

Outcomes:

- The school engaged the assistance of the Local Support Team to embark on a 3- month programme working with the family to iron out issues with childcare, behaviour and routines; MEAS supported the sessions with interpretation and translation
- Parents signed on to regular sessions with the Autism Outreach Team and were able to access information and support; MEAS supported with interpretation and translation

From the support sessions with the local support team, it was discovered that a sibling, Child B, had developmental issues. The focus for the sessions switched to helping the family with strategies to support Child B learn at home. MEAS supported with translation work.

Outcomes of engagement with MEAS:

- Better communication between the family, school and agencies
- Support for the school and the family with the EHCP process and the working diagnosis for autism
- Support for the family and the school with the application for Universal Credit and housing to ensure the needs of the family are met

13. Recommendation 3: Continue to research and keep up to date on resources available to schools to ensure staff have access to the most effective ideas and strategies to use with pupils.

Progress to date – The [EAL Good Practice Guide for Schools](#) , the EAL Good Practice Guide for Parents and Carers and the leaflet for Parents and Carers have been updated on the Staffordshire Connects website, see below for links. Our Education Improvement newsletter and SENDspace continue to signpost schools to examples of good practice and useful websites.

14. In response to COVID19 from March – August 2020

| Action | Response |
|--|---|
| Offer of virtual support to all pupils and staff | Schools where there was a new arrival prior to COVID-19 (impact of world-wide travel restrictions) or a pupil causing concern between 2019-2020 have been contacted and offered virtual support. This has involved 17 schools and 40 children and young people. |

| | |
|--|---|
| Resources for staff to use in schools and for school websites | <p>Activity packs have been developed for pupils and emailed to all schools where the team have been involved with a pupil.</p> <ul style="list-style-type: none"> • Spring Festivals • Ramadan • Journeys • Dragons • Weddings – Chinese, Christian, Muslim, Sikh • Brush Painting and Calligraphy – Arabic, Chinese |
| Update the EAL Good Practice Guide 2019 | <p>The EAL Good Practice Guide for Schools, the EAL Good Practice Guide for Parents and Carers and the leaflet for parents and Carers have been updated on the Staffordshire Local Offer</p> <p>https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=O9v5ARG4JOY</p> |
| Advice and guidance for teachers around a Needs Assessment for pupils with EAL | <p>Advice and guidance documents have been emailed into schools and uploaded onto the Local Offer.</p> <p>https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=O9v5ARG4JOY</p> |
| Monthly newsletter to be sent in the school bag | <p>Summer term SENIS newsletters emailed into schools (maintained and academies) and uploaded to the Entrust website.</p> <p>Information included the following:</p> <ul style="list-style-type: none"> • Ramadan and Eid • Activity packs • Supporting EAL learners during Covid-19 school closures and afterwards • Signposting to resources and online CPD |
| Translation list of useful phrases for COVID19 | <p>Information on the June newsletter</p> <p>https://www.doctorsoftheworld.org.uk/coronavirus-information/#</p> |
| Transition advice and guidance and resources | <p>Resources to be emailed to all schools (maintained and academies) where the team have been involved with a pupil.</p> <p>Top tips provided around</p> <ul style="list-style-type: none"> • Best practice around transition • The importance of communication and how to support parents/carers |

| | |
|----------|---|
| Webinars | <p>EAL – roles and responsibilities for Governors</p> <ul style="list-style-type: none"> • To understand the responsibilities of the governing body towards pupils with English as an Additional Language (EAL) • To understand the learning needs of the EAL pupil in order to fulfil the role of a governor <p>http://entrust.education/Page/640</p> <p>Transition and EAL</p> <ul style="list-style-type: none"> • To understand the importance of transition with regard to EAL • Key considerations • Signposting to good practice <p>http://entrust.education/Page/640</p> |
|----------|---|

15. An email has been sent to the 38 EMAG schools requesting the data on newly arrived pupils learning through English as an Additional Language in Staffordshire. As of 10/09/2020, 29 replies have been received, reminder emails have been sent.

Recommendations in additional to core delivery

16. Continue to provide additional follow up visits to work with individual pupils and model effective strategies for school staff to implement. This will ensure pupil progress is sustained and staff are confident in using strategies and implementing any required adaptations

17. Continue to offer schools access to free virtual training. Five recorded webinar sessions to support EAL pupils with the following focus;

- a. EAL and SEND
- b. Strategies and practical ideas for working with EAL pupils
- c. Difference and Diversity for staff
- d. Chinese Calligraphy
- e. Autumn and Spring Festivals

18. Continue to research and keep up to date on resources available schools to ensure staff have access to the most effective ideas and strategies to use with pupils.

19. Offer difference and diversity workshops – celebrating cultural diversity is more important than ever and our workshops can provide a rich learning experience which contributes to the breadth and balance of the curriculum. Available as a day event or part of a focus week, the team can be contacted for more information and to discuss specific requirements to suit every school.

Report produced by SCC Commissioner

Lesley Calverley

Senior Commissioning Manager – SEND

Staffordshire County Council

Tipping Street, Stafford, ST16 2DH

Tel: 01785 278938 Mobile: 07891 570003

lesley.calverley@staffordshire.gov.uk

In conjunction with

Kate Plant

Head of Service for SEND and EY.

Entrust Education Services

enquiries@entrust-ed.co.uk

0333 300 1900

School Forum Report 25.09.20 – MEAS Service

