

Schools Forum – 8 November 2021
Minority Ethnic Achievement Service (MEAS)
2020 – 2021 Financial Year

Executive Summary:

- 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 2020 School Forum report and progress made in delivering them
- To provide further recommendations to support the continued development of MEAS

Recommendation

That Schools Forum:

1. Agrees to the continued de-delegated funding from maintained primary school's delegated budget for 2022-2023 financial year
2. Notes the continued improvements and development of the service over the last year and proposals for next year

Report of Deputy Chief Executive and Director for Families and Communities

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

Context

3. 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.
4. 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.
5. 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.
6. Once pupils are allocated the caseworker 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.
7. 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 situations. 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.
8. Schools also use the MEAS translation and interpretation service for other meetings including those with other professionals such as school nurses.
9. The number of referrals to MEAS have decreased over the last 6 academic years as the number of maintained schools has decreased. In the last twelve months the numbers of pupils arriving has decreased primarily as a result of the world-wide pandemic which has continued to impact on world travel.

There were less primary aged and secondary aged pupils entering schools than in 2019–2020 . The number of pupils causing concern has risen this during this year. The team are finding that staff are needing support for students as they return to school after the lifting of restrictions caused by the COVID19 pandemic.

Figure 1 – Referrals from Maintained Schools

Academic Year	New Arrivals Primary	New Arrivals Secondary	Pupils causing concern Primary	Pupils causing concern Secondary
2015 - 2016	161	21	28	0
2016 - 2017	80	17	36	4
2017 - 2018	47	6	29	3
2018 - 2019	26	13	20	2
2019 - 2020	32	5	16	3
2020 - 2021	15	0	24	2

Figure 2 – Comparison of Academy and Maintained Schools

Primary Schools				
Academic Year	Academies		Maintained	
	Schools	%	Schools	%
2015 - 2016	73	24.4%	226	75.6%
2016 - 2017	97	32.4%	202	67.6%
2017 - 2018	122	40.8%	177	59.2%
2018 - 2019	148	49.7%	150	50.4%
2019 - 2020	177	56.2%	135	43.8%
2020 - 2021	183	58.6%	129	41.4%
Secondary Schools				
2015 - 2016	36	51.4%	34	48.6%
2016 - 2017	42	60.0%	28	40.0%
2017 - 2018	47	67.1%	23	32.9%
2018 - 2019	53	74.6%	18	25.4%
2019 - 2020	55	78.5%	15	21.5%
2020 - 2021	58	82.8%	12	17.2%

10. Beyond the individual casework, 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

11. Based on the service’s experience of working with schools, feedback received, and the four recommendations made in the 2020 Schools Forum report, (detailed below) we have implemented some additional delivery from

September 2020. These additional functions have provided schools with further support and advice on implementing the graduated response.

- 12. Recommendation 1: 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*

Progress to date –

- 27 pupils received follow up visits, of those 5 pupils received 1 visit, 13 pupils received 2 visits and 9 pupils received 3 visits.
- Staff were supported and training was given in using strategies to support pupils in school.
- Of the post visit surveys received 100% of schools rated the input from the service as good or excellent.

- 13. Recommendation 2: Continue to offer schools access to free virtual training. Five recorded webinar sessions to support staff/pupils with EAL pupils, with the following focus;**

- a. Transition and EAL learners*
- b. Chinese New Year 2021*
- c. Basant - Spring Festivals*
- d. Meeting the needs of EAL pupils with SEN*

Progress to date –

The webinars are available to all schools, follow the link. [Video Resources | Entrust Education](#)

- 14. Recommendation 3: 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.*

Progress to date –

We have refreshed the following guidance; 'Working with Parent and Carers of English as an Additional Language Learners - Good Practice Guide for Schools, Academies and Early Years Settings' and 'Information for parents and carers who have English as an additional language' This information has been sent into schools through the termly newsletter as is available through the Local Offer. [English as an Additional Language - Good Practice Guide for Schools, Academies and Early Years Settings | Staffordshire Connects](#)

- 15. Recommendation 4: 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.*

Progress to date –

From January 2021 to July 2021 difference and diversity workshops have been delivered into four schools. The restrictions caused by the COVID19 pandemic meant that this was curtailed during the Spring and Summer terms. The team are booking schools in for the coming academic year. Below are examples of feedback received from staff and pupils following the sessions:

- Our aim was to promote tolerance and respect for faiths and cultures 'different' from their own personal background and experience. The Diversity workshop was perfectly pitched, and the pupils gained a huge insight into all of the discussion points that 'The Lady in Black' workshop evoked. The pupils asked a range of questions and by the end of the workshop there was a clear shift in attitudes, particularly to 'not judge a book by its cover.' I would highly recommend this workshop to other Upper Key stage Two classes.

To book a session please email – meas@entrust-ed.co.uk

Additional delivery

16. Contact was made with the 31 EMAG schools requesting data on newly arrived pupils learning through English as an additional language in Staffordshire.

The letter explains that as an EMAG school there is no longer the need to complete a Notification of New Arrival form (NONA) and a funding form for each new arrival. EMAG schools will receive a lump sum for the year, comprising a minimum allocation of £1500. This is a "one off" payment to meet the specific needs on entry to school.

At the end of the year each school will be asked to submit information on the number of new arrivals they have received.

EMAG schools are still eligible to apply for additional funding to meet the needs of asylum seeking/refugee children and the school can access support from MEAS if they have an EAL pupil who is causing concern. This may be a new arrival or a pupil who has been in school for some time.

EMAG schools were requested to submit their action plans for analysis detailing how they were utilising their EMAG funding. To date 15 schools have returned their action plans. Reminders have been sent to those who haven't. The team have put together a Good Practice guide and action plan template which was sent to the schools to showcase excellent practice and provide further ideas for schools. An article was included in the Summer term Governor pack.

17. The team continue to support schools with advice and strategies in dealing with concerns over racist incidents. Schools that contacted us were offered Difference and Diversity sessions. The following feedback was received:

A huge thank you for your workshop that you delivered so beautifully, to our three Year 6 classes. Our Year 6 pupils thoroughly enjoyed meeting you and discussing themes relating to diversity, tolerance, and respect, with you.

The team have produced the following training resource, '*Roles and responsibilities of Governors regarding EAL learners*' which is available for schools via the following the link. [Video Resources | Entrust Education](#)

18. Production of a termly newsletter for schools which includes advice, guidance and resources and relevant articles and thought pieces. [Minority Ethnic Achievement Service \(MEAS\) | Staffordshire Connects](#)
19. Attendance at the SEND hubs – this has enabled the team to bring MEAS to the attention of schools and other multi-agencies, e.g. Inclusion officers, schools who haven't accessed MEAS historically and has led to more enquiries.

Recommendations for the financial year 2022/23 in additional to core delivery

20. Recommendation 1: Training for schools

Produce a webinar on Supporting pupils with Emotional Health and Wellbeing.

21. Recommendation 2: Follow up on EMAG action plans

Provide training for staff around how to support EAL children and families effectively.

22. Recommendation 3: Expand the Difference and Diversity workshop offer

Provide a new workshop for schools around racism.

23. Recommendation 4: Provide a MEAS support helpline

Provide a MEAS telephone helpline for 1 session per week, to help improve accessibility to the service for all schools.

24. Recommendation 5: Provide MEAS support to Afghan resettlement programme

Provide information, advice, and guidance to schools around supporting Afghan refugees as part of the services core offer and as required and directed by Staffordshire County Council.

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List of background papers:

Schools Forum Report 15 October 2020 – Item 12 Minority Ethnic Achievement Service (MEAS)