



Meeting the needs of pupils from Minority Ethnic groups including those Learning English as an Additional Language

POLICY STATEMENT

Updated June 2006

1. Principles

Somerset Children & Young People's Directorate is committed to the principles of equality of access and opportunity, fair treatment and the equal value of all individuals. The Directorate works to ensure the provision of a high quality education for all learners, irrespective of ethnicity, socio-economic background and circumstances, nationality, religion, chosen lifestyle or other differences. We will seek to ensure that all learners develop the values, attitudes, knowledge and skills necessary to recognise and challenge all forms of unlawful and unethical discrimination.

2. Rationale

This policy contributes to the overall aim of ensuring that all children and young people:

- Are healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The purpose of the policy is to clarify the action that the Local Authority and schools should take in order to:

- ensure that services to pupils from Minority Ethnic groups enable these five outcomes to be achieved
- prepare all young people to participate in our increasingly multi-ethnic and multi-cultural society
- support the development of strong and confident identities for all pupils, as individuals and members of communities
- eliminate discrimination and racism
- value and celebrate diversity



3. Background

Pupils from minority ethnic groups often have specific needs that must be met if they are to have full access to the curriculum and other opportunities for learning, and achieve their full potential.

The vast majority of funding to raise achievement comes to Local Authorities and schools through the Dedicated Schools Grant and the recent DfES publication 'Aiming High: Supporting Effective Use of EMAG' states:

'Local Authorities and schools should be looking strategically at how all of their resources are used to support the needs of all of their pupils and how, over time, achievement gaps can be closed.'

DfES 2004

However, in order to narrow achievement gaps for pupils from those minority ethnic groups who are at risk of underachieving and to meet the particular needs of bilingual pupils, Local Authorities receive the Ethnic Minority Achievement Grant. Somerset Local Authority uses this funding, together with funding from a number of other sources, to enable targeted work aimed at raising the achievement of pupils from minority ethnic groups.

It is important that funding is used effectively and appropriately, bearing in mind the criteria for which specific grants are given and the needs of pupils in Somerset. The purpose of the Ethnic Minority Achievement Grant is two-fold: to enable managers in schools and Local Authorities to lead whole-school change to narrow achievement gaps and ensure equality of outcomes; and, to meet the costs of some of the additional support to meet the needs of bilingual learners and under-achieving pupils. Effective management, at both Local Authority and school level is therefore essential:

'All schools with bilingual pupils should have a named person in the school responsible for EAL who should ensure that class or subject teachers and teaching assistants have access to the training and support they require.'

DfES 2004

Local Authorities and schools must also comply with the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000, which place several duties on all public bodies. The Race Relations (Amendment) Act creates a general duty to eliminate unlawful discrimination, promote equality of opportunity and promote good race relations. It also places a specific duty on public bodies to produce a race equality policy, to implement this and to monitor its impact. There are clear and significant links between race equality work and the achievement of pupils.



4. Who are pupils from minority ethnic groups?

The school population in Somerset is increasingly diverse, with families coming to live here from many parts of the world, adding to other communities which are already well-established.

Pupils from minority ethnic groups have widely differing needs, depending on many different factors, for example:

- whether they were born in Britain
- their ethnic origin and the community from which they come
- the age at which they entered the British educational system
- how long they have been educated with the British educational system
- how much education and experience of literacy they had prior to coming to Britain
- their levels of fluency in English and other languages
- whether they came to Britain in traumatic circumstances, for example in order to seek asylum
- their family circumstances, for example whether they live with their parents or other carers
- individual learning needs.

It is therefore important not to make broad generalisations about pupils, the communities from which they come and their needs.

The numbers and predominant groups from which minority ethnic pupils come are also constantly changing. The Local Authority and schools therefore need to be aware of changing levels of need and priorities for the use of available support.

5. The role of the Equalities and Diversity Team

a) Analysing data, targeting resources and monitoring effectiveness:

- To work with other Local Authority officers to ensure that local data analysed by ethnicity is available for scrutiny
- To analyse national and Local Authority data on ethnicity, achievement, progress, attendance, exclusions, mobility and admissions in order to help schools and other Local Authority officers identify and address underachievement
- To analyse Local Authority data on racist incidents in order to help schools challenge racism in all its forms, take appropriate action in cases of racial discrimination or harassment and develop effective practice to counter racism and prepare pupils for life in Britain's multi-ethnic society
- To provide regular reports to elected members on the numbers, nature and trends of racist incidents and the action taken by the Local Authority in response



- To develop, monitor and evaluate a coherent strategy for addressing underachievement, linked to specific actions that address underachievement
- To ensure that the work of the Ethnic Minority Achievement team is effectively targeted, according to clear criteria, in order to address identified priorities and support schools with the greatest need
- To ensure that accurate and up-to-date information on refugees and asylum seekers is available and that an effective strategy for meeting their needs is in place, coordinated with other departments and agencies
- To consult with schools and other agencies on issues affecting pupils from minority ethnic groups, for example through the Anti-Racist Working Party

b) Embedding work to raise minority ethnic achievement within Local Authority school improvement services

- To ensure that the needs of minority ethnic groups, including those who are new to English, are addressed in operational plans within the Children and Young people's Directorate
- To ensure that there is coordinated action across the Local Authority to tackle identified underachievement and other areas of weakness in provision, including coordinated work with Excellence Cluster initiatives
- To ensure that there is effective support to school management teams on meeting the needs of pupils from minority ethnic backgrounds, including the analysis of data, action planning, target setting for improvement and information on suitable teaching resources
- To liaise and where appropriate work closely with other Local Authority teams, in order to ensure that equality and diversity issues are integral to the implementation of all national and local initiatives

c) Supporting the development of positive attitudes

- To promote positive attitudes to cultural diversity and bilingualism within the Local Authority and in schools

d) Supporting pupils and developing school capacity

- To intervene through working at a whole school, family or individual level to promote achievement where there is greatest or most complex need, working with other appropriate agencies as necessary
- To provide a range of advice and support to individual schools, depending on overall needs across the Local Authority, including:
 - Assessing and supporting pupils admitted to the British educational system for the first time
 - Giving advice on cultural, religious and dietary issues and other matters of particular significance to pupils from minority ethnic groups
 - Giving advice to class teachers on strategies for meeting the needs of pupils from minority ethnic backgrounds, including information on suitable teaching resources
 - Supporting school leadership teams in the process of managing support for pupils from minority ethnic pupils



- Providing exemplar policies and documents
- Providing key resources in pupils' home languages
- Providing or brokering advice on specific aspects of the curriculum and teaching, learning and assessment issues, including developing and advising on curriculum materials
- Providing or brokering training for school governors, Headteachers, nominated teachers, class teachers, teaching assistants, community groups or parents
- To develop and maintain mechanisms to identify and disseminate best practice

e) *Linking with other agencies*

- To identify where bilingual support or other specialist services are available
- To contribute to Initial Teacher Training and the induction of new teachers
- To work with and seek to influence representative groups and other professionals.

6. Allocation of support to schools

The Local Authority receives funding through the Standards Fund (principally from the Ethnic Minority Achievement Grant), in order to meet the needs of pupils from minority ethnic groups. This funding is used to support a team of three part-time support teachers, managed by a part-time adviser.

Schools are asked to inform the Local Authority when pupils speaking English as an additional language arrive in school from abroad and to complete an initial referral form. On receipt of this form, an EMA team support teacher plans a visit to the school, in order to assess the new pupil(s) and offer advice to teachers. The visit takes place after pupils have had time to settle into their new school in order to ensure that assessments accurately reflect pupils' abilities. The involvement of EMA support teachers may need to be reviewed in the light of the increasing numbers of pupils learning English as an additional language now being admitted to Somerset schools.

Following assessments, small amounts of funding are currently made available to schools, where pupils' levels of fluency in English would make it hard for them to access the curriculum initially. The amount of funding allocated to schools depends on the numbers of newly arrived pupils they have received and on assessments of pupils' needs carried out by EMA support teachers. There is no guaranteed minimum level of funding, as this depends on the amount of the EMA grant and the overall numbers of newly arrived pupils in Somerset.

The funding is supplemented by training offered to teaching assistants and other staff working with newly arrived pupils. Where schools have specific needs, EMA support teachers may also provide further consultancy support.



In addition to the support offered to schools to help them meet the needs of newly arrived pupils learning English as an additional language, the Local Authority is currently investigating levels of achievement for all minority ethnic groups in Somerset. Where there is clear evidence of underachievement, strategies for supporting groups identified will be developed, and resources allocated accordingly.

7. The role of schools

Provision within schools to meet the needs of pupils from minority ethnic groups is part of the inclusion agenda. In this respect, the role of an inclusive school is:

- To produce, implement and monitor a Race Equality Policy and accompanying action plan
- To respond effectively to racist incidents and use agreed procedures to ensure that all incidents are reported to the Local Authority
- To ensure that the needs of pupils from minority ethnic groups are reflected in the school improvement plan and that a named senior manager has overall responsibility for work to raise minority ethnic achievement
- To provide a safe environment which enables learners from minority ethnic groups to flourish
- To develop an ethos in which diversity is respected and valued
- To identify learners from minority ethnic groups and set challenging targets for their achievement
- To make effective use of data, identifying groups and individuals at risk of underachievement and developing appropriate strategies in response
- To put in place appropriate programmes of professional development for staff
- To monitor pupils' progress and evaluate rigorously the effectiveness of the strategies put in place
- To work in partnership with parents and minority ethnic communities to support and extend pupils' learning.

See 'Additional guidance' for more details.

8. Monitoring and evaluating our success in working with pupils from minority ethnic groups

The Local Authority monitors and evaluates the effectiveness of provision for pupils from minority ethnic groups. This is carried out both by tracking the progress of minority ethnic pupils supported under EMAG funding, and by evaluating the quality of provision in schools.

Several sources of evidence are used, including:

- School self-evaluation.



- National curriculum and GCSE results
- Analysis of school OFSTED reports
- Feedback from Link School Development Advisers and Local Authority consultants

The Local Authority also monitors and evaluates the effectiveness of support from central staff for pupils from minority ethnic groups. This is carried out both by tracking the progress of minority ethnic pupils supported by the Ethnic Minority Achievement team, and by evaluating the quality of additional support for schools.

Sources of evidence used include:

- Teacher assessments of targeted pupils
- Classroom observations, line management meetings and annual performance, review and development discussions
- Feedback from schools on the quality of support provided by Local Authority staff
- Training evaluations.

Through monitoring and evaluation the Local Authority identifies and disseminates good practice, identifies areas for development and reviews the effectiveness of the policy for pupils from minority ethnic groups, including those new to English.



Additional guidance to support policy implementation

STRATEGIES WHICH SCHOOLS CAN USE TO SUPPORT THE ACHIEVEMENT OF PUPILS FROM MINORITY ETHNIC GROUPS

Some examples of good practice, under the ten items included in section 7 of the policy include:

1. Produce, implement and monitor a statutory Race Equality Scheme (policy) and accompanying action plan

- consult with pupils and families from minority ethnic communities to seek their views and establish their needs
- make links between the RES and other relevant school policies eg equal opportunities policies, behaviour policies
- review the impact of school policies on pupils from minority ethnic groups
- ensure that the RES is accompanied by an action plan

2. Respond effectively to racist incidents and use agreed procedures to ensure that all incidents are reported to the Local Authority

- ensure that teachers understand the importance of challenging racism and recognise the damaging effects it has on pupils including their academic achievement
- ensure that all staff receive training in recognising and responding constructively to racist incidents
- ensure that one named person is responsible for reporting all incidents to the Local Authority
- identify and address behaviour patterns which may not appear overtly racist, but where racism is in fact a significant factor e.g. social exclusion
- request support from Local Authority staff where appropriate

3. Ensure that the needs of pupils from minority ethnic groups are reflected in the school improvement plan and that a named senior manager has overall responsibility for work to raise minority ethnic achievement

- ensure that one person in the school acts as a point of contact for Local Authority staff, following requests for support, or to receive information about training and other opportunities



- make sure that financial support is available for the purchase of books or other essential resources, for example bilingual dictionaries

4. Provide a safe environment which enables learners from minority ethnic groups to flourish

- ensure that verbal abuse or negative comments about pupils are also tackled, even when they may appear minor
- make sure that learners who arrive from abroad are given carefully planned support, particularly for the first few weeks

5. Develop an ethos in which diversity is respected and valued

- purchase or develop inclusive resources that reflect the diversity of the school, the community it serves and wider society
- develop positive images throughout the school environment, curriculum and resources
- value pupils' varying cultural backgrounds and linguistic expertise
- respect religious beliefs, customs and practices
- avoid stereotyping
- ensure classroom teaching incorporates strategies which encourage all learners to participate

6. Identify learners from minority ethnic groups and set challenging targets for their achievement

- ensure that targets set for pupils from minority ethnic groups reflect academic potential, not just prior attainment, which may be lowered for example due to limited fluency in English

7. Make effective use of data, identifying groups and individuals at risk of underachievement and developing appropriate strategies in response

- ensure that staff are aware of groups that are underachieving at national and local level
- ensure that the potential cultural and linguistic bias of assessments is understood by staff and that the results of assessments are interpreted carefully
- use assessments, such as CATs scores, that give a picture of cognitive and academic potential as well as current competence in English
- make sure that monitoring of the quality of teaching and learning includes a focus on meeting the needs of targeted minority ethnic groups



8. Put in place appropriate programmes of professional development for staff

- build the confidence of the whole school community to embrace diversity and challenge discrimination
- arrange training targeted at the needs of minority ethnic pupils in the school, for example pupils learning English as an additional language
- provide opportunities for class or subject teachers to liaise with specialist teams/outside agencies in planning and reviewing support
- ensure that staff from minority ethnic groups are supported if they wish to attend networks or training specifically designed to meet their needs

9. Monitor pupils' progress and evaluate rigorously the effectiveness of the strategies put in place

- track the progress of pupils from minority ethnic groups and intervene when progress is less than expected

10. Work in partnership with parents and minority ethnic communities to support and extend pupils' learning

- welcome parents and carers into school, and promote home/school links
- ensure that families understand and can access the school system
- make use of Prestige Network or other interpreting services
- carry out initial assessments of newly arrived with parents and child where appropriate
- ensure that all children/families can access community opportunities and the extended curriculum
- have systems in place to problem solve with children, parents and community groups



Additional guidance to support policy implementation

THE ROLE OF OTHER GROUPS AND AGENCIES

Other agencies have an important role to play in developing and disseminating best practice in order to raise the achievement of pupils from minority ethnic groups.

Roles include:

- Providing additional support where necessary (for example for interpretation and translation)
- Encouraging parents to learn English and to learn about the English school system (e.g. Adult Learning and Leisure, Hidden Voices project)
- Challenging racism
- Supporting anti-racist initiatives
- Providing support for specialist assessment
- Telling us when things are right or wrong
- Providing specialist advice
- Disseminating expertise
- Promoting equal opportunities for ethnic minorities in their policies

The Local Authority will seek to work in partnership with many groups, including:

- Somerset Racial Equality Council
- Children's Society
- Hidden Voices
- Connexions
- Learning and Skills Council
- GLADE (Global and Development Education Centre)
- Crime and disorder partnerships
- The Police



Additional guidance to support policy implementation

YOUNG PEOPLE

It is important for the Local Authority and all education providers to recognise the roles of young people themselves in developing environments that welcome and support ethnic and cultural diversity.

With appropriate structures and support, young people can for example:

- Provide feedback to education providers, telling us when things go right/wrong
- Raise awareness of the value of cultural diversity
- Challenge racism
- Contribute to assessment processes
- Contribute to target setting
- Monitor their own progress and keep their own records
- Inform staff of their needs and strengths
- Celebrate their cultures and those of others
- Disseminate knowledge and expertise
- Use their home languages
- Provide peer mentoring
- Take advantage of additional opportunities, for example joining the library, school clubs, clubs/organisations outside school



Additional guidance to support policy implementation

PARENTS AND CARERS

It is also important for the Local Authority and all education providers to recognise the roles of parents and carers in developing environments that are welcoming. Parents and carers can for example be encouraged to:

- Contribute to the assessment process
- Help schools to promote positive images of their different cultures
- Maintain their home languages and cultures
- Promote bilingualism
- Challenge racism
- Understand and support school policies, for example on behaviour and homework
- Be involved in school activities through the PTA and Governing Body
- Disseminate expertise
- Participate in networks and partnerships
- Ensure regular attendance and punctuality of their children at school
- Ensure the wearing of correct uniform, informing the school of cultural needs where appropriate
- Keep to home/school agreements
- Help with translation (where appropriate)
- Ask for help
- Contribute to training
- Tell people when things go right/wrong
- Share books, and support pupils' work at school and at home in other ways



Additional guidance to support policy implementation

RECENT PUBLICATIONS ON RAISING THE ACHIEVEMENT OF PUPILS FROM MINORITY ETHNIC GROUPS

- Raising the Attainment of Minority Ethnic Pupils, OFSTED 1999.
- Making the Difference: Teaching and Learning Strategies in Successful Multi-Ethnic Schools – *M Blair and J Bourne* – OFSTED 1999.
- A Language in Common: Assessing English as an Additional Language, QCA 2000.
- Managing Support for the Attainment of Minority Ethnic Groups, OFSTED 2001.
- The EAL Teacher: Descriptors of Good Practice, NALDIC 2002.
- Removing the Barriers: Raising Achievement Levels of Minority Ethnic Pupils, DfES January 2002 (Ref: DfES 0001/2002).
- Supporting Pupils Learning English as an Additional Language (Revised Edition), DfES July 2002 (Ref: DfES/0239/2002).
- Unlocking Potential: Raising Ethnic Minority Attainment and Key Stage 3, DfES November 2002 (Ref: DfES 0579/2002).
- Access and Engagement – teaching EAL Learners (series of booklets for each area of the curriculum), DfES 2002.
- Raising the Achievement of Black Caribbean Pupils: Good Practice in Primary Schools, OFSTED 2002.
- Raising the Achievement of Black Caribbean Pupils: Good Practice in Secondary Schools, OFSTED 2002.
- More Advanced Learners of English as an Additional Language in Secondary Schools and Colleges, OFSTED 2003.
- Writing in English as an Additional Language at Key Stage 4 and Post-16, OFSTED 2003.
- Writing in English as an Additional Language at Key Stage 2, DfES 2004.
- Aiming High: Raising the Achievement of African-Caribbean Pupils, DfES October 2003 (Ref: DfES/0694/2003).



- Aiming High: Raising the Achievement of Minority Ethnic Pupils, DFES October 2003
- Aiming High: Supporting Effective Use of EMAG, DfES April 2004 (Ref: DfES/0283/2004).



Somerset County Council positively values diversity, and celebrates cultural and social differences. Our Equal Opportunities Promise is to provide all services of equal quality which meet your needs and fulfil your rights. You can expect to be treated fairly, with respect, dignity and understanding, whoever you are and whatever your background.

This document is also available in Braille, large print, on tape and on disc and can be translated into different languages.



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