

# Lancashire Ethnic Minority and Gypsy, Roma and Traveller Achievement Service Newsletter

English Proficiency | EM-GRT Website | EAL Funding | GRT Attendance  
| Lancashire Equality Mark | PREVENT Contacts | Spring and Summer Courses

**May 2016**

## NEW REQUIREMENT TO ASSESS ENGLISH PROFICIENCY

For the first time, all schools are being required to assess the English language proficiency of their EAL pupils and to include this data in the school census returns to the DfE. The first time this data will need to be provided is in the October census this year. Turn to page 2 for details of the requirement and for the descriptors of the English language proficiency codes.

## ARE YOU GETTING YOUR FREE VISIT?

Did you know all Lancashire schools are entitled to a free visit when an international new arrival starts at their school? This visit provides advice on strategies and resources for teaching EAL students and signposts to other resources and tutoring and training that may be helpful. This visit could also look at auditing your whole school provision for EAL and next steps to develop your school's practice further.

## BRITISH VALUES CONFERENCE REMINDER

Places are filling up fast for the second British Values conference taking place on Wednesday, 15th June at Woodlands Conference Centre in Chorley. This conference aims to give school leaders a clearer understanding of what is meant by 'Fundamental British Values' and how to embed these in the work of the school. This conference will help school leaders to ensure that mutual respect and tolerance are at the heart of their school community, their pupils are well prepared for life in modern democratic Britain and their schools are well prepared for inspection. It will be equally relevant to faith schools, those with no religious designation and those with very diverse faith communities. It is an opportunity for schools to learn about tools for self-assessment, review classroom resources, share good practice and consider how to address any challenges they face.

The keynote speaker is **Joan Bonenfant, Senior HMI**, giving participants a clear understanding of Ofsted expectations of schools. **Lancashire Constabulary** will present the current picture of counter terrorism and implications for practice in Lancashire schools. **Saulo Cwerner, Lead Officer for Asylum Seekers and Refugees** and co-ordinator of the Lancashire Syrian Resettlement Programme will explore the implications for schools as over the next 5 years a number of Syrian refugees will be resettled in Lancashire as part of a national programme.

During the day participants will have the opportunity to attend two of the following workshops: (1) British Values 'Digital Dialogues'; (2) Exploring Resources to Teach British Values to KS1 and 2; (3) British Values in the Secondary School – Becoming a Stonewall School Champion; (4) Faith Friends – Promoting British Values through positive role models; (5) Embedding British Values through the Lancashire Equality Mark; (6) SCARF 2 - A programme of work that can be used to help tackle prejudice.

The last time this conference ran it was oversubscribed so book early!

### Contact Us

Ethnic Minority and GRT Achievement  
Room 406, Joint Divisional Offices,  
East Cliff, Preston PR1 3JT

**T: 01772 532429**

**E: [ema.support@lancashire.gov.uk](mailto:ema.support@lancashire.gov.uk)**

**W: <http://www.lancsngfl.ac.uk/projects/ema>**

## ENGLISH PROFICIENCY DATA FOR THE OCTOBER CENSUS

This definition of an EAL learner includes a wide range of learners from new arrivals who may have little or no English, or who may use a very different form of English, such as Nigerian Standard English, to learners who were born in the UK and speak fluent English as well as another language. So children and young people described as EAL learners range in terms of their English language development from [beginners](#) to [intermediate](#) and [advanced](#) learners.

This data is required to inform policy on EAL high needs group – particularly as the current definition of EAL does not distinguish between pupils who lack a basic command of the English language versus those who are bilingual and have mastered English sufficiently to access the curriculum. English language proficiency statistics would therefore provide for the first time important national statistics on the characteristics of this group, along with their attainment and destinations.

If you would like to discuss English Proficiency Assessment for your pupils, please contact our service.

### Code Description

#### A New to English

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

#### B Early Acquisition

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

#### C Developing Confidence

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

#### D Competent

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

#### E Fluent

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

#### N Not yet assessed

### Contact Us

Ethnic Minority and GRT Achievement  
Room 406, Joint Divisional Offices,  
East Cliff, Preston PR1 3JT

**T:** 01772 532429

**E:** [ema.support@lancashire.gov.uk](mailto:ema.support@lancashire.gov.uk)

**W:** <http://www.lancsngfl.ac.uk/projects/ema>

## DISCOUNTING OF RESULTS FOR NEWLY ARRIVED PUPILS

Schools can apply for pupils who have recently arrived from overseas to be discounted from performance tables calculations. To be discounted, a pupil must meet **all 3** of the following criteria:

- They were admitted to an English school for the first time during the 2014 to 2015 or 2015 to 2016 school year
- They arrive from overseas before their admission
- English is not an official language of the country they came from

The performance tables data checking exercise takes place each year and DfE will write to each school to advise them when it will be run. If schools have queries about this or the performance tables they should contact the DfE's national enquiry line on 0370 000 2288. (See *ARA KS2 section 9.7*)

## YOUNG CHILDREN LEARNING AN ADDITIONAL LANGUAGE

Young children learn an additional language very much like their first language. The difference is that, when learning a second language, they already have a language to build on, such as, Polish, Punjabi, or Arabic. Research shows that the continued use and development of first language will support the development of the second language.

The language used at home is that of love and belonging. Young children need to talk to their parents in the language their parents are most proficient in. An irregular and incompetent model of English at home will not support a child's English development. In contrast, strong home language will support the development of English. If a child does not continue to develop his/her home language, then this can have a negative effect on their development of English. It is important to note that most parents benefit from hearing that message from their child's teacher.

The use of home language in educational settings, links learning that happens at home to that within the formal education system. This creates an easier transition, by constructing a bridge from home to school, or nursery. Consequently, the stress associated with learning in an unfamiliar place is reduced.

It is recommended that you find out what language, or languages, your children speak and/or hear at home, and include these in your setting.

Importantly, always give the message that you value their first language, and understand its importance, not only for learning new languages, but also for maintaining positive self esteem and identity. This is crucial, due to the fact that it increases their confidence.

Ignoring home language of a child is wasteful, because it disregards one of the greatest resources the child can bring to the setting.

## EAL FUNDING FOR SCHOOLS

Eligible EAL pupils are funded for three years from entry into education.

Eligible pupils are determined from the October Termly census data that schools provide to the Education Funding Agency (EFA) and the DfE. The pupil data includes EAL eligibility and entry date into education. The EFA process this data and provide authorities with a percentage per school of the eligible pupils.

In the funding formula the percentage is multiplied by total number on roll and is multiplied by the EAL rate of **£291.38 (Primary 2016/17)** or **£246.63 (Secondary 2016/17)**. Please note that the rates can alter each financial year. Each school is sent a budget statement each year that includes EAL details as well as the amount of funding the school is receiving for EAL.

For example:

	Data from DfE data set	Eligible Pupils	Funding Rate	Funding
EAL_3	13.29%	26.75	246.63	6,597

## LANCASHIRE EQUALITY MARK

The Lancashire Equality Mark (LEM) is now led by the **Education Health & Wellbeing Team** who also lead the Lancashire Healthy Schools Programme. By addressing equality issues schools can directly improve the spiritual, moral, social and cultural development of their pupils and this work will also contribute to the personal development, behaviour and welfare judgment for Ofsted. The Public Sector Equality Duty 2010 applies to schools and as part of that duty they should have identified and published Equality Objectives on their school website.

The Equality Mark comprises five individual Equality Badges:

- \* Race Equality Badge
- \* Gender Equality Badge
- \* Disability Equality Badge
- \* Sexual Orientation Equality Badge
- \* Religion and Belief Equality Badge

When a school achieves all five badges they will be awarded the Equality Mark. The process is designed to complement the school development process so that time and attention focussed on Equality will also advance other priorities. Schools determine their own pathway through the framework by identifying meaningful priorities that support their wider development plans.

The Lancashire Equality Mark is awarded to schools who have taken measures to embed Equality throughout their practice to enable all pupils to thrive in a supportive learning community. It has been developed by a working group in Lancashire and provides a clear framework to guide schools through the process of auditing, developing and consolidating good practice in different areas of equality.

Annual packages of support are available for schools wishing to embed equality throughout their practice. Please see the [LEM page on the EMA website](#) for more details.

The termly Equalities Network Meetings are now open to all schools. The next meeting is at Woodlands Conference Centre in Chorley on the 8th June. [Click here for more details](#). The cost is £85 for schools without a support package. If you decide following the meeting you want to buy a support package the cost would be adjusted accordingly.

## ETHNIC MINORITY ACHIEVEMENT NETWORKS FOR SCHOOLS

**EAL Network** (Meetings run from 2.30-4.15pm)

To book a place [Please press control and click here](#)

*Free of charge to LCC Schools*

Primary Central	St Anne's Primary School, Slater Lane, Leyland PR25 1TL	Mon, 27th June
Primary North	Bowerham Primary School, Bowerham Lane, Lancaster LA1 4BS	Tue, 28th June
Primary East	Springfield Primary School, Oxford Road, Burnley B11 3HP	Thu, 30th June
Secondary	Moor Park High School, Moor Park Avenue, Preston PR1 6DT	Wed, 29th June

**GRT Network**

*Free of charge to LCC Schools*

Central, South, Fylde & Wyre	*VENUE TO BE CONFIRMED* (To book a place please email: <a href="mailto:seb.smith@lancashire.gov.uk">seb.smith@lancashire.gov.uk</a> )	Tue 28th June 13:00 - 15:00
North	St Patrick's RC Primary School, Littledale Avenue, Heysham LA3 2ER (To book a place please email: <a href="mailto:eileen.mullervy@lancashire.gov.uk">eileen.mullervy@lancashire.gov.uk</a> )	Wed 29th June 13:00 - 15:00
East	Young People's Centre, Clayton-le-Moors, Moor Street, BB5 5PH (To book a place please email: <a href="mailto:samantha.hoban@lancashire.gov.uk">samantha.hoban@lancashire.gov.uk</a> )	Thu 30th June 13:00 - 15:00

There are two teams of dedicated Prevent Officers based in Blackburn and Preston (covering the whole of Lancashire). They can be contacted using the following details:

### East Division

(Blackburn, Burnley, Hyndburn, Ribble Valley, Pendle & Rossendale)

Telephone: 01254 353691/41/10

Prevent team led by DS 2417 Gordon McGeechan

Email: [gordon.mcgeechan@lancashire.pnn.police.uk](mailto:gordon.mcgeechan@lancashire.pnn.police.uk)

### West & South Division

(Preston, Lancaster, Skelmersdale, Blackpool etc.)

Telephone: 01772 209830

Prevent team led by DS 73 Colin Dassow

Email: [colin.dassow@lancashire.pnn.police.uk](mailto:colin.dassow@lancashire.pnn.police.uk)

Please contact any of the above if you are unsure whether you need to make a Channel referral or whether you are unfamiliar with the process. We are happy to help, but remember it's got to be a Prevent/Channel concern.

Email: [concern@lancashire.pnn.police.uk](mailto:concern@lancashire.pnn.police.uk)

If out of hours and you have a concern that you feel needs urgent action then please consider the telephone numbers below.

Police Emergency 999

The police non-emergency number 101

Crimestoppers 0800 555 111

Anti-Terrorism Hotline 0800 789 321

**Remember, it's just safeguarding**

## **THE ATTENDANCE OF GYPSY, ROMA AND TRAVELLER PUPILS**

Not so long ago, many schools with GRT pupils were used to their Traveller children disappearing part way through the summer term to do summer work as casual farm labourers—often involving the children of the family as well as the adults.

The 'T' attendance code was provided several decades ago to allow schools to mark the absence of Traveller children who had gone away for seasonal work but who they knew would be certain to return later in the year. In times when Traveller families were still largely mobile, this was a useful way to encourage families with little or no history of school attendance to bring their children to school for at least some months of the year.

Times have changed and the majority of GRT families have adapted family life to enable their children to attend school all year round. Over 70% of Lancashire's GRT pupils now have attendance over 95%. The government has been considering scrapping the 'T' code option. In the meantime, the following guidance, given by the DfE in October 2014, is still applicable:

### **Code T: Gypsy, Roma and Traveller absence**

*A number of different groups are covered by the generic term Traveller – Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers.*

*This code should be used when Traveller families are known to be travelling for occupational purposes and have agreed this with the school but it is not known whether the pupil is attending educational provision. It should not be used for any other types of absence by these groups.*

*To help ensure continuity of education for Traveller children it is expected that the child should attend school elsewhere when their family is travelling and be dual registered at that school and the main school. Children from these groups whose families do not travel are expected to register at a school and attend as normal. They are subject to the same rules as other children in terms of the requirement to attend school regularly once registered at a school.*

DfE: School attendance: Departmental advice for maintained schools, academies, independent schools and local authorities - October 2014

# Summer and Autumn 2016 Courses for Schools

To attend any of these courses, please register online at: [www3.lancashire.gov.uk/lpds/](http://www3.lancashire.gov.uk/lpds/)

Course Title	Key Stage(s)	Date and Time	Price	Venue
<a href="#">EAL 115: Teaching and Learning strategies for all EAL learners</a>	KS1; KS2	Wednesday 25 May 2016 9:30 AM - 12:00 PM.	£85	City Learning Centre Burnley
<a href="#">EAL 114: Professional Development for Polish speaking Teaching Assistants</a>	Foundation; KS1; KS2; KS3; KS4	Monday 13 Jun 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
<a href="#">EAL 106: Supporting New Arrivals - How to create a welcoming environment, assess and teach new arrivals</a>	KS1; KS2	Tuesday 18 Oct 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
<a href="#">EAL 205: Working with EAL Learners in Secondary Schools</a>	KS3; KS4	Tuesday 25 Oct 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
<a href="#">EAL 113: EAL learners - a very practical course for teaching assistants working with EAL learners</a>	Foundation; KS1; KS2; KS3; KS4	Tuesday 08 Nov 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
<a href="#">EAL 116: Practical strategies to support EAL learners in pre-school settings and reception classes</a>	Foundation	Wednesday 16 Nov 2016 9:30 AM - 12:00 PM.	£85	City Learning Centre Burnley
<a href="#">EAL 118: Improving Links with East European Families</a>	KS1; KS2; KS3; KS4	Wednesday 23 Nov 2016 9:30 AM - 12:00 PM.	£85	Woodlands Centre Chorley
<a href="#">EAL 108: Develop language for learning - make the curriculum accessible for EAL learners</a>	KS1; KS2	Wednesday 30 Nov 2016 9:30 AM - 12:00 PM.	£85	City Learning Centre Burnley

## Spring Term 2017

The following courses are set to run in Spring 2017 but are not yet available for booking via the Lancashire Learning Excellence website. Dates and venues will be announced as soon as they are confirmed. Look out in our next newsletter or on our updated website for details.

**Raising Standards in KS3 and KS4 English for EAL Students**

**Differentiation for EAL pupils in the Primary Classroom**

**Teaching and Supporting Refugee and Asylum Seeker Children in Schools**

**Bilingualism in education –understanding the processes involved in second language development**

### Contact Us

Ethnic Minority and GRT Achievement  
Room 406, Joint Divisional Offices,  
East Cliff, Preston PR1 3JT

**T:** 01772 532429

**E:** [ema.support@lancashire.gov.uk](mailto:ema.support@lancashire.gov.uk)

**W:** <http://www.lancsngfl.ac.uk/projects/ema>