

Education, Children and Families Committee

10am, Tuesday, 3 March 2020

Report regarding petition: Review Changes to English as an Additional Language for Dalry Primary School

**Executive/routine
Wards
Council Commitments**

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the ongoing work to develop a sustainable, equitable and capacity-building approach to provision for English as an Additional Language learners across all schools
 - 1.1.2 note the ongoing work and additional resources to support Dalry Primary School to engage with this approach
 - 1.1.3 agree to the next steps proposed at section 5
 - 1.1.4 agree that a report is presented in March 2021 to allow sufficient time for the impact of the proposed actions at section 5 to be evaluated.

Alistair Gaw

Executive Director for Communities and Families

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Report

Report regarding petition: Review Changes to English as an Additional Language for Dalry Primary School

2. Executive Summary

- 2.1 The authority recognises a legal requirement to make provision for learners who have English as an Additional Language under the Education (Additional Support for Learning) (Scotland) Act (2004 and amended 2009). Other relevant legislation includes: the Equality Act (2010) and UNCRC.
- 2.2 The number of learners with English as an Additional Language in our schools has increased significantly over the past decade and this trend continues. In this context, the authority has developed a strategic and evidence-based approach to provision for these learners.
- 2.3 The current report provides an overview of this strategic approach and addresses concerns raised by the parents of Dalry Primary School about the implementation of this approach in their school.

3. Background

- 3.1 A valid petition entitled '[Review Changes to English as an Additional Language for Dalry Primary School](#)' was submitted to the Education, Children and Families Committee and was considered on 10 December 2019. The petition received 200 signatures.
- 3.2 Following a presentation from the Parent Council, the Committee agreed to request a report on the issues set out relating to the level of EAL support in Dalry and the completion of the Equalities Impact Assessment.
- 3.3 Demographic context: the number of learners with English as an Additional Language in our schools has continued to increase steadily over the past five years (Figure 1). There is also an increasing diversity of need, including refugees, asylum seekers (unaccompanied asylum seekers), and Roma children and young people. Many of these learners have interrupted education and have not acquired literacy skills in their first language.

Figure 1 Number and percentage of EAL learners recorded as requiring support for English as an Additional Language

	2014		2015		2016		2017		2018	
EAL (Stages 1-4)	5093	10.7 %	5491	11.7 %	5761	12.0 %	6254	12.7 %	6693	13.3 %

- 3.4 A strategic approach: The EAL Team within the Additional Support for Learning (ASL) Service is a team of staff that supports Early Years settings, Primary, Secondary and Special Schools to meet the needs of EAL learners. In the demographic context described above, the authority recognised that a more strategic approach was required. During 2016-17, we researched good practice and evidence-based approaches in other Scottish authorities, in the UK and internationally. A Head Teacher consultation was carried out via SurveyMonkey in August 2016. We formed a reference group with Early Years, primary, secondary and special school representation and began to develop the four key components of a strategic approach, which are available to all schools. These are outlined in 3.5 – 3.8.
- 3.5 EAL Framework for Inclusive Practice: the expectation is that all schools engage with this self-evaluation and planning framework. It is embedded in a majority of primary schools.
- 3.6 Language and Literacy Collaborations: we strongly encourage schools to take advantage of this intensive programme of professional learning, particularly schools where there are high numbers of EAL learners.
- 3.7 Training: it is expected that all schools engage with training as appropriate for their establishment. Bespoke training is a key part of the Language and Literacy Collaborations; however all schools can access core training.
- 3.8 Advisory support: this is one aspect of our provision for all schools. Some schools with relatively small numbers of EAL learners only receive advisory support. These schools can also access the above three components.
- 3.9 Language and Literacy Collaborations (see 3.6): during 2016-17, we worked with one school to design a model of intensive professional learning to develop inclusive and sustainable practice which supports EAL learners within whole class teaching. The early stages of this work were reported to Committee in March 2017: https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20170307/Agenda/item_77_-_additional_support_needs_and_special_schools_update_2016-17.pdf

- 3.10 The resulting 'Language and Literacy Collaboration' model was then extended and further developed in three schools in session 2017-18. To date a total of nine schools are engaged with the model.
- 3.11 An Equality and Rights Impact assessment was completed in 2017. See appendix 6.
- 3.12 The model for the Language and Literacy Collaborations we have developed in Edinburgh is not a simple replication of what is used elsewhere. We have used good practice and evidence from the UK and internationally to develop a model for our context. The two key elements are:
- Language-focused pedagogy (based on Systemic Functional Linguistics)
 - Sustained, high quality professional development through whole-school training and coaching / partnership teaching.
- 3.13 Examples from the research and evidence base:
- 3.13.1 Data from the Pan-London EAL Strategy (Appendix 1)
Reported in the EAL Journal Autumn 2019 'CPD: What, where, who and how?', by Graham Smith (Managing Director of the EAL Academy)
<https://www.theealacademy.co.uk/team/graham-smith/>
- 3.13.2 Impact in Islington and Peterborough (from personal communication with Graham Smith) (Appendix 2)
- 3.13.3 Case Studies from LexisEd (Appendix 3)
- Primary (international primary school in The Netherlands):
<https://lexised.com/tesmc-at-ips-hilversum/>
 - Secondary (economically disadvantaged school in Victoria, Australia):
<https://lexised.com/lexis-educations-literacy-for-learning-course-impacting-student-achievement/>
 - Secondary (Hamstead Hall Academy, Walsall, UK): <https://lexised.com/a-whole-school-approach-to-sfl-metalanguage-and-the-explicit-teaching-of-language-for-learning/>
- 3.14 In addition, class teachers in schools which have engaged with the Language and Literacy Collaborations participate in ongoing self-evaluation, evaluation of impact on learners, and evaluation of language-focused pedagogy. Measures include: teacher self-evaluation; learner talk; learner engagement; attainment in Writing.
- 3.14 Data gathered from the Language and Literacy Collaborations shows increased teacher confidence in language-focused pedagogy; increased learner talk and engagement; and improved attainment in Writing. In addition, there is some evidence that this inclusive approach benefits English first language learners who struggle with language and literacy.

- 3.15 External evaluation: the authority is seeking to participate in an evaluation process or research through an independent organisation such as the University of Edinburgh or the Bell Foundation <https://www.bell-foundation.org.uk/work-with-us/partner-with-us/>. Initial discussions have taken place with Bilingualism Matters at the University of Edinburgh.
- 3.16 Communication with Primary Head Teachers: Information and key messages about the development of a capacity-building approach and in particular Language and Literacy Collaborations was shared at school ASL Team Leaders events (usually attended by Primary Head Teachers) in October 2017, 2018 and 2019 and at a Primary Head Teachers' meeting in May 2019, with an open invitation to schools to engage. Where schools have asked for further information and to discuss the capacity-building approach in the context of their school, we have had individual meetings with Head Teachers and senior teams.
- 3.17 Equality Impact Assessment / Integrated Impact Assessment: an Equality Impact Assessment for the authority's EAL capacity-building model was carried out using the Council's Integrated Impact Assessment guidance and format (Appendix 4). Full regard was paid to relevant legislation, including the Additional Support for Learning (Scotland) Act 2004, the Equality Act 2010 and the Public Sector Equality Duty. These are referenced in the Integrated Impact Assessment.

4. Main report

- 4.1 Whilst historically, Dalry Primary School was one of a few primary schools with the highest number of bilingual learners in the city, as of June 2019 it was one of 19 schools with more than 100 bilingual learners. Comparative data for Edinburgh primary schools with a high proportion of EAL learners can be found in Appendix 5.

Allocation of EAL Teacher Time: the amount of EAL teacher support originally allocated to Dalry Primary School from August 2019 (1 day per week) is in line with other schools with a similar number of EAL learners. (Figure 2). The reduction at Dalry PS compared with session 2018-19 (a difference of 2 days 1 hour) was greater than for other schools. For historical reasons*, Dalry had benefited from a higher level of support than other schools.

*when the Fresh Start literacy intervention was introduced as part of the authority's integrated literacy strategy, the EAL team was asked to support delivery in 2 schools, one of which was Dalry Primary School. The other school took over staffing the intervention from the second year whereas Dalry PS continued to rely on EAL staffing for this intervention.

Figure 2. Primary School Allocations from August 2019

Number of EAL learners at Stages 1-4	Allocation (EAL Teacher)
0-59	Advisory Visit (once every 4-6 weeks, depending on needs within the cluster)
60-69	Weekly - afternoon
70-99	Weekly - morning
100+	Weekly - full day

*In almost all cases, a school's allocation will be based on this banding. There are a very small number of schools where advisory support is in place (by agreement with the school) although the number of bilingual learners is higher.

- 4.2 In August 2019, the new EAL Teacher allocations were communicated to all primary Head Teachers and plans were put in place for schools where there was a change of EAL Teacher, to ensure a smooth transition. We maintained continuity of the main EAL Teacher in Dalry Primary Schools.
- 4.3 Bespoke transition plan at Dalry PS: the Head Teacher reported that the school community (leadership team, staff and parents) were concerned about the reduction in EAL Teacher support. During discussions with the Head Teacher it was agreed that a bespoke transition plan for Dalry Primary School was required. The EAL Team and school Senior Management Team agreed a transitional plan on 12th September 2019. As part of this plan, EAL Teacher support increased to 1.5 days per week from 30th September 2019 to deliver a literacy intervention. It was also agreed that EAL Teacher support would increase further to a total of 2.5 days per week from January 2020, with a strategic focus on building capacity to support Writing (a priority in the school's Improvement Plan).
- 4.4 Furthermore, it was agreed that the school will engage with the Language and Literacy Collaboration from August 2020. The school have requested that this takes the form of practitioner enquiry with the whole staff and the EAL Team is interested in working with the school to develop this alternative approach.
- 4.5 In December 2019, it was agreed that the authority would provide additional funding for 3 further days' teaching for a period of 12 months, to support the school through the transition to the new model and in recognition of the impact of the sudden change in allocation made in August 2019.
- 4.6 The Head of the ASL Service and Lead Officer for EAL met with the Parent Council on 9th September 2019 to answer questions. At this meeting, parents requested more information. Subsequently the Lead Officer for EAL offered to meet with representatives of the Parent Council. In an email on 3rd October, a member of the

Parent Council requested detailed written information about the first pilot Language and Literacy Collaboration (in St. David's RCPS) before considering a meeting. This information was provided on 15th November, along with the Integrated Impact Assessment. The offer to meet was reiterated. No response was received.

- 4.7 The Equality Impact Assessment / Integrated Impact Assessment was finalised on 27th September 2019. It was shared with the Head Teacher, for the attention of the Parent Council, on 15th November 2019.
- 4.8 Learners in the early stages of English language acquisition (Stages 1 and 2) are acquiring Basic Interpersonal Communication Skills (social language skills) which can be acquired in supportive, inclusive and language rich environments with enough opportunities to understand and practise new language within the mainstream classroom. For the majority of children who are new to English, literacy (including phonics) is most effectively learned once the child has become familiar with the English sound system and has enough vocabulary to make the reading meaningful. It is important that in the early stages of English language acquisition children are supported to access appropriate cognitive challenge with 'scaffolding' for language.
- 4.9 More advanced learners of English (Stages 3 and 4) are developing Cognitive Academic Language Proficiency (higher order language skills) and this requires explicit language-focused teaching, within mainstream classroom teaching across the curriculum, in order for learners to achieve their potential. Without this explicit teaching, learners' English language skills can plateau at Stage 3 or 4.
- 4.10 In all contexts and especially in schools with a high proportion of EAL learners, it is important to ensure sufficient exposure to good models of English language, through e.g. using audio-visual resources, community links, business partners, school twinning.
- 4.11 Dalry PS has a markedly higher level of transience than any other primary school in Edinburgh. Related to this, it also has a higher proportion of learners in the early stages of acquiring English (Stages 1 and 2). See Appendix 5.
- 4.12 As noted above (4.9), the implementation of the Language and Literacy Collaboration takes into account contextual factors in each school, including:
- Number / proportion of EAL learners at Stages 1 and 2 of English Language Acquisition
 - Number / proportion of EAL learners at Stages 3 and 4 of English Language Acquisition
 - Number / proportion of home languages spoken and whether one of these languages is the dominant language

- 4.13 Contextual factors vary from school to school and all components of the capacity-building model can be adapted accordingly.

5. Next Steps

General

- 5.1 Carry out the recommendations and actions detailed in the Integrated Impact Assessment.
- 5.2 Review criteria for distribution of visiting EAL teaching support.

Specific to Dalry Primary School

- 5.3 Continue work underway to support Dalry Primary School to transition to a capacity-building approach to meeting the needs of English as an Additional Language Learners.
- 5.4 Continue planning for the implementation of the Language and Literacy Collaboration in Dalry Primary School from August 2020.
- 5.5 Evaluate the Language and Literacy Collaboration in Dalry Primary School from the end of Phase 1 (December 2020) and ongoing.
- 5.6 Work with Dalry Primary School to develop and sustain practice.

6. Financial impact

- 6.1 There is no additional funding required. The cost of this approach is met within existing budgets.

7. Stakeholder/Community Impact

- 7.1 Consultation and engagement have taken place with Head Teachers, teachers and pupils. Additional consultation and engagement is planned.
- 7.2 A review of communication and engagement with parents is underway.

8. Background reading/external references

- 8.1 <https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/3/>
- 8.2 <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- 8.3 https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf

9. Appendices

- 9.1 Appendix 1 Data from Pan-London EAL Strategy
- 9.2 Appendix 2 Impact in Islington and Peterborough
- 9.3 Appendix 3 Case Studies from LexisEd
- 9.4 Appendix 4 Integrated Impact Assessment
- 9.5 Appendix 5 Comparative data for Edinburgh schools with high proportion of EAL Learners

- 9.6 Appendix 6 Equality and Rights Impact assessment 2017
- 9.7 Appendix 7 EAL Primary school data

Appendix 1

Data from Pan-London EAL Strategy (article in EAL Journal Autumn 2019)

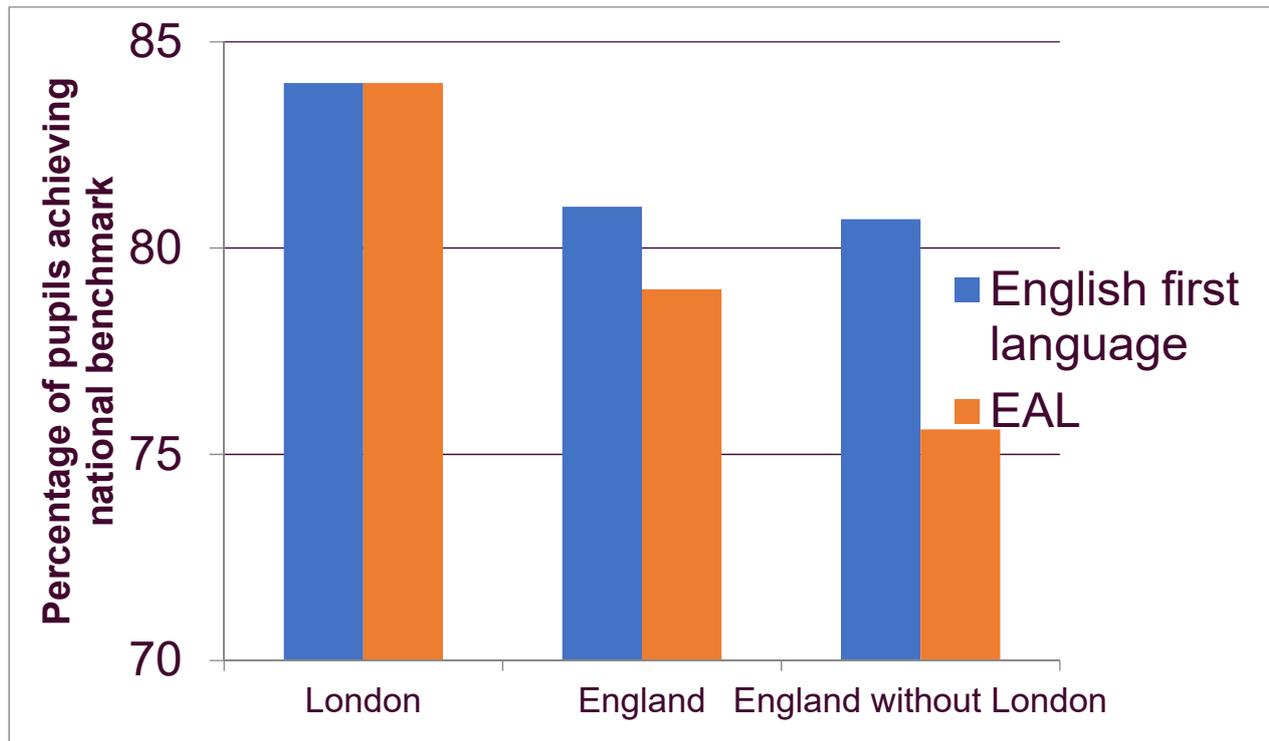
See in particular p. 26.



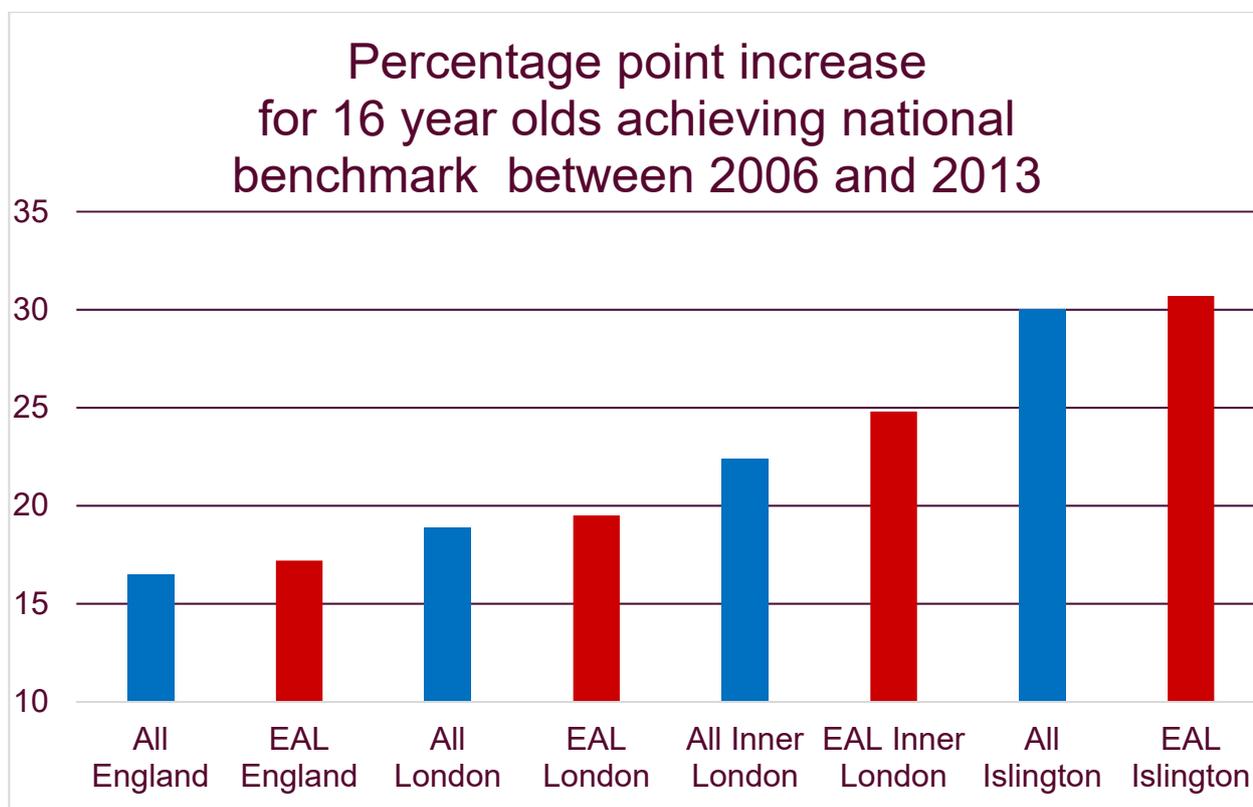
EAL Journal
article.pdf

Appendix 2: Impact in Islington and Peterborough

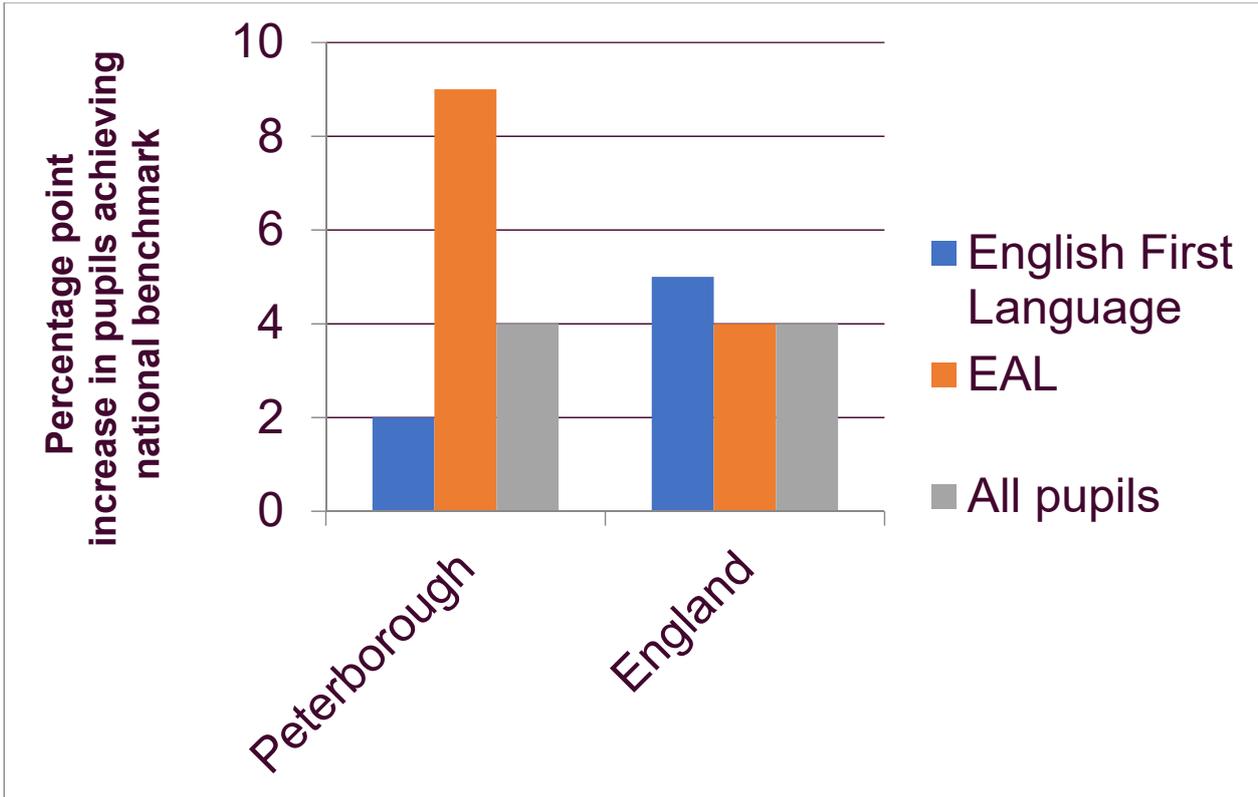
Performance of 11 year olds in 2015 (London / England)



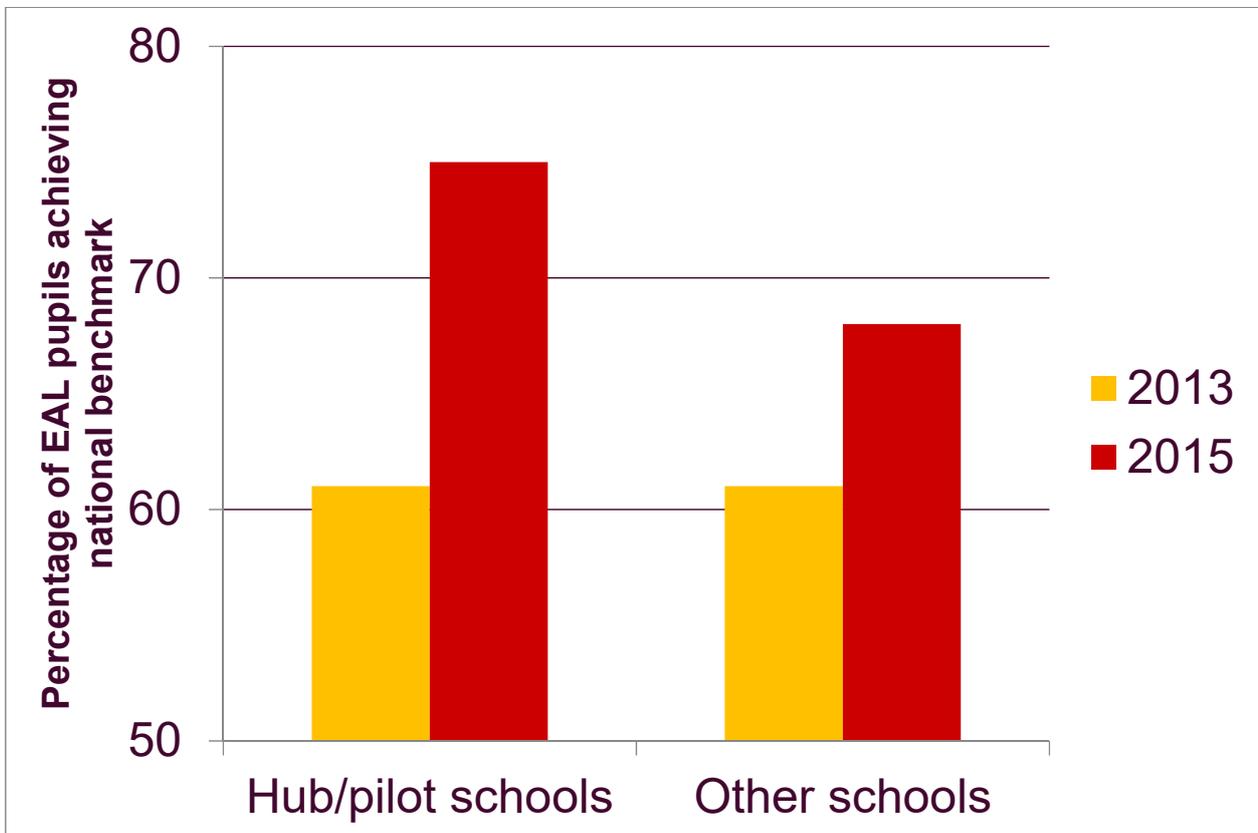
Change over time (England / London / Inner London / Islington)



Change in outcomes 2013–2015 – Peterborough Pupils at age 11



Outcomes 2013-2015 – Peterborough Pupils at age 11



Appendix 3: Case Studies from LexisEd

Case Study 1: international primary school in the Netherlands

<https://lexised.com/tesmc-at-ips-hilversum/>

July 8, 2019

Words by Daniele Sinniger, EAL Teacher at IPS Hilversum.

[IPS Hilversum](#) is an international primary school that offers the International Baccalaureate (IB) PYP (Primary Years Programme) curriculum. IPS Hilversum is also part of the Dutch International Primary School Association (DIPS), which means that IPS Hilversum is not only subjected to the IB quality control system but is also subject to the Dutch Schools Inspectorate. Thus, we are part of a local, national and global network.

We are a culturally and linguistically diverse international community. Currently, the student population consists of 500 students representing 48 nationalities speaking 49 languages.

The academic language at IPS Hilversum is English. 80% of our students are EAL, and they face the additional challenge of learning new concepts in a language that is not their native one.

The purpose of my research was to find a way to impart EAL skills and knowledge to teachers new to teaching EAL students at IPS Hilversum. This consisted of two parts. Firstly, with the cooperation of IPS Hilversum's management, it was decided that I would be part of a team of 3 teachers to take the 5-day Lexis Education course "[Teaching ESL Students in the Mainstream Classrooms](#)" (TESMC) and become an accredited TESMC tutor. I took this course in August 2018 and, with two other colleagues, started delivering this course to a pilot group of 18 colleagues in November 2018. In time, all teachers will be expected to participate in this course.

Secondly, I wanted to find a way to ensure that learnings from the TESMC course on how to teach EAL students English in a mainstream classroom setting would this time be adopted and that all teachers would be equipped with these tools and therefore have a common language and skillset allowing for the sharing of best learning practices and experiences in (i) implementing EAL teacher learning and (ii) teaching EAL students more effectively.

Tutors conducted a pre-, a mid- and a post- course survey to measure the impact the course had on the participants.

During module 9, staff assessed the whole school's provision for EAL on a 5 -scale framework. The results will be used by management to plan the next steps of EAL evolution at IPS Hilversum. In the principal's words: "continuity, conformity and consistency" are the priority.

14 teachers initially volunteered, and after we started in October, 2 additional teachers joined our group due to positive word of mouth. Composition of core participants:

- Group 8 : 1 teacher
- Group 6: 1 teacher
- Group 5: 4 teachers and 1 assistant
- Group 1 : 1 teacher
- Learning support: 3 teachers
- EAL: 3 teachers
- PYP coordinator: 1 teacher

- Sector leader: 1 teacher

Another sector leader and the instructional coach joined us occasionally. The complete management team was present for the first and the last module.

The course was successful due to a combination of factors. Firstly, it was well-organized and clear to staff what the purpose was. Before the course even started, management had made it clear to all staff that the pedagogical concepts of the course are to be used as a framework for revising the language documents at IPS Hilversum. Secondly, we listened to our tutor trainer's advice and asked staff to volunteer for the EAL course; we did not make the course mandatory. Additionally, our new curriculum coordinator joined the course and is now applying the TESMC concepts to all the school's literacy documents. Finally, actively involving classroom teachers in this process ensures that innovation is systemic and sustainable.

The final evaluation of the course found that 100% of respondents felt more confident in teaching EAL and 100% would recommend the course to their colleagues.

Respondents have gained the following insights from the course:

- the importance of making text structures more transparent
- the importance of scaffolding ALL writers
- try to think about the EAL students in every lesson you plan
- a deeper understanding of the specific needs of EAL students
- an understanding of the needs of teachers concerning language learning within the school
- the importance of awareness with teachers that they offer EAL children language, especially texts to read, in a differentiated way.

Developing a school-wide language trajectory and integrating a language-rich planning system are both significant challenges for a school. It is a long-term process and the results may not be immediate— particularly for a school in the pioneer phase of its EAL journey. It therefore has the opportunity to learn from the experience of other schools and from academic research on what the most cost and learning efficient ways of imparting knowledge to EALs and mainstream learners are. This may necessitate further changes in how the school is structured. There are no easy fixes but the journey is an exciting one.

My tips:

- Plan course dates well in advance and add them to teacher calendar.
- Deliver a presentation for staff, and ask for volunteers.
- Plan module one during the study week.
- Tell people at the beginning of the course that they'll be building an EAL toolbox for everybody to use. All ideas for language will be collected and made available on google drive. Teachers are invited to use these ideas in their own classes.
- Create a tool bag of language learning strategies.

Case Study 2: economically disadvantaged secondary school in Victoria, Australia

<https://lexised.com/lexis-educations-literacy-for-learning-course-impacting-student-achievement/>

April 8, 2019

Lexis Education continues to **bring an evidence-based, whole-school, language-based pedagogy** to more classrooms in Australia and around the world to take teaching and learning to the next level.

We are excited to be sharing the research conducted in 2018 by Dr. Dorota Pomagalska, '*Evaluation of the whole-school implementation of a language-based pedagogy at Southern Secondary College*'.

This report summarises the evaluation of the **whole-school implementation of an explicit language-based pedagogy** in one of the most economically disadvantaged schools in Victoria, Australia. In late 2013, the school began to adopt an explicit language-based pedagogy as a potential solution to improving students' writing. Lexis Education's **Literacy for Learning** (LfL) course was chosen as the vehicle for implementing this pedagogical model across the whole school.

Analysis of the results over a period of five years has shown that, over time, **the school has achieved significant improvement in students' writing across all learning and literacy areas**, suggesting the implementation has been highly effective. In fact, the literacy outcomes achieved by the school in the national literacy test, the National Assessment Program – Literacy and Numeracy (NAPLAN) and the Victorian Certificate of Education (VCE) showed **significant improvement across all areas**, exceeding the expectations of literacy leaders.

There have been several factors that have led to this achievement. The training provided by Lexis Education – the LfL course – and Brian Dare's expertise have formed a sound and well-informed base for this program. At the same time, many steps taken by the school have enabled the implementation to unfold **in the most effective and least challenging ways**.

Case Study 3: secondary school in Walsall, UK

Education, Children and Families Committee 3 March 2020 v0.5

<https://lexised.com/a-whole-school-approach-to-sfl-metalinguage-and-the-explicit-teaching-of-language-for-learning/>

December 10, 2019

Language plays a central role in teaching and learning. If we want our students confidently reading and writing across the range of genres and registers required by schooling, then we need to understand how language works to make meaning. Our experience has shown us that the Systemic Functional Linguistics (SFL) model is the most powerful and effective tool for understanding how language works to make meaning. SFL emphasises the critical role a metalanguage plays in this exploration of meaning-making, providing as it does the means for talking about and reflecting on the language choices we make in any given text.

In her article, '[A whole school approach to SFL metalanguage and the explicit teaching of language for curriculum learning](#)', Gail Forey analyses the benefits of explicitly teaching language for learning across disciplines, using a metalanguage taken from the SFL model. The study was conducted between April 2015 and April 2016 at a school in the United Kingdom. Its aim was to review, reflect on and investigate the impact of Lexis Education's [How Language Works](#) course introduced in the school in 2012.

Gail Forey's findings from the study support the use of SFL and a rich metalanguage as one that has the potential to produce positive impact on both teachers and students in primary, secondary and tertiary contexts in the UK and internationally. From 2014 – 2016, as shown in the table below, the GCSE results have improved consistently in the school for all students, both those for whom English is the first language and EAL learners.

Table 2: GCSE School Results

5 A* - C incl English & Maths	2014	2015	2016
All pupils	44%	56%	62%
First Language - English	48%	56%	64%
Disadvantaged	no information	40%	57%
First Language - Other	42%	56%	61%
3+ A*/A			
All pupils	11%	13%	23%
Disadvantaged	no information	15%	20%

If you are wanting to know more about SFL, its theoretical background, its use in the classroom and its impact, we strongly encourage you to read [Gail's paper](#), published in the Journal of English for Academic Purposes.

Gail Forey is a Senior Lecturer in Applied Linguistics at the Department of Education, University of Bath.

Appendix 4

Section 4 Integrated Impact Assessment

Summary Report Template

Each of the numbered sections below must be completed

Interim report		Final report	X	(Tick as appropriate)
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- **Title of plan, policy or strategy being assessed**

English as an Additional Language and Gypsy Roma Traveller Provision

- a) English as an Additional Language (EAL) Capacity Building Model, including: EAL Framework for Inclusive Practice, Language and Literacy Collaborations, training and advisory support.
- b) Targeted support for vulnerable groups: Gypsy Roma Travellers, refugees and asylum seekers
- c) Support for EAL learners who have other additional support needs at Pathways 2-4
- d) Equality and Quality Assurance

2. What will change as a result of this proposal?

a)

In the context of an EAL learner population which has increased by more than 30% over the past 5 years to more than 7000 pupils across Primary, Secondary and Special Schools, we have reviewed provision.

- Building on the authority's Integrated Literacy Strategy, EAL specialist provision will be more:
 - **Equitable:** giving all schools the opportunity to improve practice for meeting the needs of bilingual and minority ethnic learners and their families
 - **Sustainable:** developing class / subject teachers' and EY practitioners' skills and confidence to meet the needs of typically developing bilingual learners in inclusive learning environments; developing strong leadership for inclusion, equality and diversity across all areas of school/setting systems and practice
 - **Responsive:** to increasingly linguistically and culturally diverse classrooms
- Having developed and tested a capacity-building model over 2.5 years in primary, this will become the strategic approach for EAL provision from August 2020. It will be delivered by a central EAL&GRT Specialist Team working with schools to strengthen universal support, to ensure that typically developing bilingual learners are appropriately supported in all areas of the curriculum, at Pathway 1, using inclusive approaches.
- A similar model will be developed in secondary in session 2019-20.
- The implication of the overall change will vary across schools, depending on previous level of support. Some schools will experience a significant reduction in the amount of ongoing EAL Teacher time allocated while others will experience little change. Over time, all schools will have

the opportunity to engage in capacity-building work, including the Language and Literacy Collaborations.

- A comprehensive self-evaluation EAL Framework for Inclusive Practice will be embedded across all sectors, supported by good practice guidance and resources (e.g. enhanced enrolment, placement and grouping, the importance of first language)
- We will offer a suite of high-quality training for senior leaders, mainstream teachers, and support staff, relating directly to the capacity-building model.
- We will extend networking opportunities for staff in schools to share effective practice.

b)

- There will be **no change** to existing targeted provision for vulnerable groups which will be delivered by the central EAL&GRT specialist team:
 - A Beginners' Class for secondary aged pupils arriving as beginners in English.
 - An early literacy group for secondary learners who have early literacy skills in their first language
 - Individualised support for learners from P6 upwards who have no literacy / early literacy skills in their first language due to interrupted learning (Refugees, Asylum Seekers, Gypsy Roma Traveller children and young people).
- We will strengthen support for Gypsy Roma Traveller communities.

c)

- EAL Team will work with the ASL Service Support for Learning team to deliver quality training to Support for Learning teachers in schools to support assessment and planning for bilingual learners with other additional support needs.
- EAL Team will receive ongoing high-quality training to ensure their skillset matches their leadership of learning role.
- EAL Team will be trained to assess and plan support for children with support needs in addition to EAL. The team will work closely with staff in the ASL Service Early Years Team and Inclusion Support Team to ensure that EAL learners with other additional support needs are appropriately assessed and supported.

d)

- Senior managers will provide quality assurance for schools in meeting their duties under the Education (Additional Support for Learning) (Scotland) Act 2004 and the Equality Act 2010, including educational provision for children and young people who are learning through English as an Additional Language and those who have one or more of the protected characteristics of race, religion and disability.
- The Lead Officer for EAL&GRT provision will take on the authority Equality Lead Officer role for Education.
- The Lead Officer for EAL&GRT provision and Equality will work closely with the Edinburgh Learns Teaching and Learning Team and the ASL Service Literacy Support Team to ensure supports complement each other.
- The Equality Lead Officer will oversee a review of Equality training to Senior Leaders and Equality Co-ordinators in schools to measure impact and inform next steps.

- The Interpretation and Translation Service will be reviewed to maximise support where most needed.
- **Briefly describe public involvement in this proposal to date and planned**
- The initial review of EAL provision included a Head Teacher consultation via SurveyMonkey (August 2016).
- A Head Teacher reference group was formed in autumn 2016, with representation from Early Years, Primary, Secondary and Special Schools. This group met on two occasions.
- Primary and Secondary ASL Team Leaders have been consulted about the different model of working through information sharing at cross-sector ASL Team Leader events (October 2017 and 2018, with a further update planned for October 2019). The most recent update and invitation to participate in Language and Literacy Collaborations was shared at a Primary Head Teacher meeting in May 2019.
- There has been individual communication with Head Teachers when introducing new staff and on request.
- Parents/carers haven't yet been directly consulted about the change in model of provision. However, parental engagement has been a focus for wider schoolwork, alongside the Language and Literacy Collaborations, in a number of schools. For example, in one school, parents have been consulted on a whole-school Language Policy; and pro-active work has resulted in increased representation of minority ethnic groups on the Parent Council.
- Pupil views about their learning experiences during Language and Literacy Collaborations have been positive.
- One school participating in the 'Language and Literacy Collaboration' was inspected by Education Scotland in session 2018-19 and at the time had 65% of children with EAL. Amongst a number of positive evaluations of learning and teaching, the report notes that "Staff are successful in ensuring children whose first language is not English are making good progress. The school is successfully raising attainment for all children."
- We are preparing a submission to work in partnership with the Bell Foundation to further develop and validate the Edinburgh model (see <https://www.bell-foundation.org.uk/work-with-us/partner-with-us/>).
- The ASL DHT has consulted with EAL expert colleagues in higher education and contributes to Initial Teacher Education programmes as a guest lecturer in EAL.
- The Edinburgh EAL team has been invited to share this model of practice at national EAL events (SATEAL - Scottish Association of Teachers of EAL; and SEALCC – Scottish EAL Co-ordinating Council).
- Councillors have been made aware of the ongoing work to develop EAL and GRT provision in Education Committee inclusion reports, as have senior managers in the Communities and Families Department.

3. Date of IIA

June 2019

Education, Children and Families Committee 3 March 2020 v0.5

4. Who was present at the IIA? Identify facilitator, Lead Officer, report writer and any partnership representative present and main stakeholder (e.g. NHS, Council)

Name	Job Title	Date of IIA training	Email
Kirsty Spence	ASL HT	EIA trained August 2016	Kirsty.Spence@ea.edin.sch.uk
Annemarie Procter	ASL DHT		Annemarie.Procter@ea.edin.sch.uk
Tessa Humby	ASL SL		Tessa.Humby@ea.edin.sch.uk
Sean Bell	C&F ASN Senior Manager		Sean.Bell@edinburgh.gov.uk

5. Evidence available at the time of the IIA

Evidence	Available?	Comments: what does the evidence tell you?
Data on populations in need	yes	<p>The EAL learner population has increased by more than 30% over the past 5 years, to more than 7000 children and young people across Primary, Secondary and Special Schools.* In addition, we have seen a rise in the number of vulnerable EAL learners: refugees, asylum seekers, Unaccompanied Asylum Seekers and Roma.</p> <p>This has necessitated exploring more effective (equitable, sustainable and responsive) ways of meeting the needs of all these learners.</p> <p><i>*2017 population projections from the National Records Office for Scotland shows that net migration from overseas will be a significant factor in population growth for the city over the next 25 years, although this information is trend-based and does not take into account shifts in government policy and other social and economic factors that influence population change, including the UK's decision to leave the EU.</i></p>
Data on service uptake/access	yes	<p>We have maintained a core level of specialist teaching and/or advisory support to all primary and secondary schools, based on number of EAL learners.</p> <p>Whole-school training has been available to all schools, as well as training through the Council's CPD Directory. Whilst some schools engage very well with training, the uptake is not consistent across schools.</p> <p>All school ASL Team Leaders have been informed of the Language and Literacy Collaboration work from the pilot stage, and encouraged to participate. This key element has been rolled out to a total of 9 primary schools who indicated an interest and commitment to capacity-building work and have this on their school improvement plan.</p>

Evidence	Available?	Comments: what does the evidence tell you?
		<p>There has been an increased uptake in existing and new targeted supports for vulnerable groups (refugees, asylum seekers, unaccompanied asylum seekers, and Gypsy Roma Traveller pupils) who have no / early literacy skills due to interrupted learning.</p> <p>The increased number of EAL learners in our specialist provisions has shown the need to review and maximise impact of support for these learners and families.</p> <p>Overspend of the budget for the Interpretation and Translation Service over the past 5 years has highlighted the demand associated with the increase in children and families requiring this service, and the need to review how the service is delivered.</p>
Data on equality outcomes	yes	<p>School Leavers attainment data is analysed for BME and EAL.</p> <p>EAL data for the period 2016-2018 shows a drop in Attainment for All from 2017 to 2018 across lowest 20%, middle 60% and highest 20%, with figures below the national average for all groups. In Literacy and Numeracy, there has been a slight increase at Level 4+ and Level 5+ and the overall trend is positive. Positive Destinations data shows a 2% increase on 2017 which places Edinburgh above the National Average.</p> <p>The BME attainment data shows an increase in 2018 for the lowest 20% and highest 20%. However there has been a drop in attainment for the middle 60% and this figure remains noticeably below the national average. BME data for Literacy and Numeracy shows little change, with a slight recovery from 2017 results at Level 4+ and Level 5+. Level 5+ attainment remains below the national average, although the gap has narrowed compared with 2017.</p> <p>The figure for Positive Destinations for BME has decreased slightly in 2018, though it remains in line with the national average.</p>
Research/literature evidence	yes	<p>An ASL DHT was seconded from April – October 2016 to review EAL provision, look outwards at other effective practice, and explore options for maximising our provision within the local (Edinburgh) and national (Scottish) context.</p> <p>Research Summary Pedagogical Approaches The Edinburgh ‘Language and Literacy Collaboration’ model draws heavily on the Teaching and Learning Cycle, a pedagogical framework which was developed originally in the Australian school system. This pedagogical approach has spread globally; it is in use in parts of the USA, in many international schools and was adopted as part of the London</p>

Evidence	Available?	Comments: what does the evidence tell you?
		<p>Challenge for schools with high proportions of EAL learners. It is being used successfully in schools, including https://www.hamsteadhall.com/Professional-Learning/.</p> <p>The need for such language-focused teaching approaches is supported by research in the UK and Scottish contexts:</p> <p>“Good practice’ in classrooms is not enough. There is a need for highly differentiated classroom practices that are designed to take into account the distinctive learning and assessment needs of EAL students. Such finely-tuned pedagogic practices will provide access to the curriculum for EAL students and enable them to integrate fully into the life of the classroom. Activities that have a specific language focus and actively draw on the varied cultural and linguistic resources within the classroom foster an environment that gives voice to <i>difference</i> and deepens an awareness for students learning EAL about the ways that language is used to make meaning.”</p> <p>Anderson et al. 2016 Policy, Pedagogy and pupil Perceptions: EAL in Scotland and England CERES/The Bell Foundation.</p> <p>See also: Coffin, Caroline (2010). <i>Language support in EAL contexts. Why Systemic Functional Linguistics?</i> (Special Issue of NALDIC Quarterly) NALDIC, Reading UK</p> <p>Professional Learning</p> <p>Collegiality and collaboration are widely recognised as a key element of school improvement (see, e.g. Fullan, M. 2016, <i>The New Meaning of Educational Change</i>). Specifically in relation to EAL:</p> <p>“Given that EAL-related CLPL needs to cover a range of aspects of practice, it is best seen as requiring a sustained programme of development rather than a limited number of ‘one-off’ events. Providing teachers with systematic professional learning opportunities would help to inform their knowledge, beliefs and practices, thus resulting in the provision of better opportunities for EAL students in their development of the language and literacies of schooling.”</p> <p>Anderson et al. 2016 Policy, Pedagogy and pupil Perceptions: EAL in Scotland and England CERES/The Bell Foundation.</p> <p>Ongoing professional learning through collaboration and co-production is a key element of the Edinburgh Language and Literacy Collaborations.</p> <p>Whole-school approaches to inclusion and achievement for EAL and BME learners</p> <p>The literature relating to the inclusion and achievement of EAL and BME learners consistently points towards the success of coherent, whole-school approaches and strong leadership on equality and diversity. See, for example: Schneider et al, <i>Language development and school achievement: Opportunities and challenges in the education of EAL students</i></p>

Evidence	Available?	Comments: what does the evidence tell you?
		<p>Anglia Ruskin University/University of Cambridge/The Bell Foundation. Also Arnot et al (2014), <i>School approaches to the education of EAL students: Language development, social integration and achievement</i>. Anglia Ruskin University/University of Cambridge/The Bell Foundation.</p> <p>Development and evaluation of the Edinburgh Language and Literacy Collaboration model</p> <p>The model was developed and evaluated with one primary pilot school with a high proportion of EAL learners (from January 2017). It was further developed and to date has been extended to eight other interested primary schools. Four of the nine participating schools have very high numbers of EAL learners.</p> <p><u>Outcome measures for staff</u> show increased class teacher understanding of the language demands of the curriculum, as well as confidence and skill in planning and delivering content and language integrated teaching.</p> <p><u>Outcome measures for pupils</u> consistently show increased pupil engagement and opportunities for talk (practising language). There is also some evidence of increased attainment in Literacy and Numeracy as well as evidence of English first language learners benefiting from a language-focused pedagogy.</p>
Public/patient/client experience information	Yes	<p>Pupil and parent stakeholder questionnaires pre-2016 indicated that in-school EAL support was highly-valued by pupils and parents. Some pupils indicated that they would like more (direct) EAL support.</p> <p>School stakeholder questionnaires pre-2016 indicated that although most EAL support was highly-valued, there was some inconsistency in effectiveness and in general that the provision was not sufficient to meet the increased need.</p> <p>This evidence, in the context of budget pressures and wider ASL/inclusion agenda, indicated that we needed to look carefully at developing more equitable, sustainable and responsive approaches to EAL provision.</p>
Evidence of inclusive engagement of service users and involvement findings	Yes	<p>Class teacher feedback on the Language and Literacy Collaborations is positive. For example, teachers have reported increased confidence in identifying the language demands of the curriculum and planning to support this; planning for regular meaningful structured talk.</p> <p>Pupil feedback from Language and Literacy Collaborations is positive, for example: 'I didn't have much confidence at the start was really bad at maths much better now as good as my group.' 'Helps when I hear the sentences before writing.'</p>

Evidence	Available?	Comments: what does the evidence tell you?
		<p>Parents have been involved, for example, in a consultation on the whole-school language policy and there is increased representation from minority ethnic groups on the Parent Council.</p> <p>Further pupil and parent experience information needs to be gathered to inform implementation of the capacity-building model.</p> <p>EAL Teachers report increased engagement from a number of schools receiving advisory support.</p>
Evidence of unmet need	Yes	<p>A few schools have expressed concern that we are moving from a model where they had more regular EAL Teacher support which allowed some direct teaching and delivery of targeted interventions. There is concern that moving to a model where the EAL Specialist Team works intensively with identified schools over a limited period to build senior leaders and class / subject teachers' capacity will reduce direct support for individual learners.</p> <p>Feedback from schools involved in the Language and Literacy Collaborations or receiving Advisory Visits (and from their EAL Teachers) contradicts this as they report that a capacity-building model encourages school ownership, enables teachers to support EAL learners more effectively throughout the school week across all curricular areas, and moves away from EAL learners sometimes being perceived as the EAL teacher's responsibility to plan for and support.</p> <p>The historical model where specialist support was targeted to a small number of learners for a short time each week has limited impact compared to EAL teachers working alongside class and subject teachers in schools to upskill them to use content and language integrated teaching to enable EAL learners to develop English language skills and to access and achieve across the curriculum. Indeed feedback from schools which have engaged with the Language and Literacy Collaborations has highlighted that language-focused teaching actually meets the need of all children, including those with wider additional support needs.</p> <p>There is evidence in the historical model of lack of identification and appropriate planning/interventions for EAL learners with other additional support needs at Pathways 2 – 4. The new model will enable increased collaboration between EAL Specialists and other practitioners to address this gap.</p>
Good practice guidelines	Yes	<ul style="list-style-type: none"> • EAL Framework for Inclusive Practice, aligned to HGIOS?4 • Enrolment and Induction guidelines • Placement and setting guidelines

Evidence	Available?	Comments: what does the evidence tell you?
		<ul style="list-style-type: none"> • Use of first language guidelines • Teacher self-evaluation document <p>We plan to develop an authority EAL policy and to extend the range of guidance and support materials for schools.</p>
Environmental data	Yes	<p>Allocation and timetabling of EAL Teachers has routinely sought to maximise time in school, with very little movement between schools during the school day and therefore relatively small staff travel costs. The new model of provision also seeks to maximise EAL Teacher time in schools.</p> <p>Targeted group support for vulnerable young people (Beginners' Class and Early Literacy Class) requires these young people to travel independently from their school to the group twice a week. Targeted individual support requires an EAL teacher to travel to the child/young person's school, unless they are already working in that school, in which case the support is incorporated into the school day.</p> <p>There is relatively little use of locality hubs by EAL staff.</p>
Risk from cumulative impacts	Yes	<p>The transition to a new model of EAL provision is taking place within the wider context of the presumption to mainstream and inclusion agenda which is presenting significant challenges for schools.</p> <p>This will be another phase of change for EAL staff who have experienced the move from an independent peripatetic service to cluster-based working as part of the ASL Service, with changes in working culture, practices and line management. As we transition from one model of working to another, there is some apparently conflicting data from, on the one hand, schools which are mainly adopting the historical direct-teaching model and on the other, schools which are engaged in the new capacity-building model. This needs to be taken into consideration going forward.</p>
Other (please specify)		
Additional evidence required	Yes	Further evidence of engagement of service users, especially pupils and parents.

6. In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights	Affected populations
<p>Positive</p> <p>High-quality career long professional learning for class and subject teachers, leading to increased skills and confidence in teaching EAL learners.</p>	School staff, EAL learners

<p>Enhanced universal support for EAL learners and in turn strengthened support for a wider cohort of children at Pathway 1 through quality learning and teaching that delivers an appropriately differentiated curriculum which meets the needs of learners at all stages of English language acquisition.</p> <p>Empowerment of schools to meet the needs of EAL learners and children from minority ethnic backgrounds, using whole-school approaches to inclusion and achievement.</p> <p>Increased collaboration between EAL Specialists and other practitioners (ASL Service, Psychological Services, Allied Health Professionals) to address the gap in timely identification and appropriate planning/support for EAL learners with other additional support needs, including early intervention for our youngest EAL learners with wider additional support needs.</p> <p>Strengthening of responsive, targeted support for refugee and asylum seeker children including unaccompanied asylum seekers, Gypsy Roma Traveller young people and where appropriate their families. Including joint working with schools and other partners in the Council supporting these vulnerable groups (e.g. Refugee and Migration Support Team, Social Work, Residential Care staff, Lifelong Learning).</p> <p>Negative School staff / senior management and EAL Teacher anxiety moving through the change process.</p> <p>School staff / senior management perception of a reduction in level of EAL support.</p> <p>Schools' perception of their capacity to meet EAL learners' needs in the context of the inclusion agenda and other school priorities.</p> <p>Impact on EAL staff and management health and wellbeing in managing the change process as they transition to this model.</p> <p>Reputation of the EAL team as we transition to a more effective model of support.</p>	<p>EAL learners, Learners with ASN</p> <p>EAL learners, Schools</p> <p>Schools, other practitioners, EAL learners</p> <p>GRT/Refugee/UAS/AS children and families EAL staff/Council staff</p> <p>ASL management and EAL staff</p> <p>Schools and EY establishments</p> <p>Schools and EY establishments</p> <p>EAL staff and managers</p> <p>ASL service, EAL staff and management</p>
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<p>Environment and Sustainability Positive</p> <p>This will be a more focused central specialist team working in schools and from a team base, using email and phone as well as face-to-face visits for advice and consultancy. A smaller team will have less environmental impact. There will therefore be reduced travel in this model. (Environment)</p>	<p>Affected populations</p> <p>Schools and EAL staff</p>
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9. **Does the policy concern agriculture, forestry, fisheries, energy, industry, transport, waste management, water management, telecommunications, tourism, town and country planning or land use?** If yes, a SEA should be completed, and the impacts identified in the IIA should be included in this.

Not applicable

10. **Additional Information and Evidence Required**

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

- Further evidence will be gathered at the end of session 19/20 and during 20/21 to inform next steps.

11. **Recommendations (these should be drawn from 6 – 11 above)**

English as an Additional Language (EAL) Capacity Building Model, including: EAL Framework for Inclusive Practice, Language and Literacy Collaborations, training and advisory support.

- Extend Language and Literacy Collaborations to primary schools with high numbers of EAL learners. Continue to evaluate impact.
- Pilot Language and Literacy Collaboration in one secondary school and evaluate.
- Continue to offer weekly or advisory* support to schools which are not yet participating in the Language and Literacy Collaborations, using the EAL Framework for Inclusive Practice. * level of support based on number of EAL learners.
- Continue to deliver whole-school and Directory training.

Targeted support for vulnerable groups: Gypsy Roma Travellers, refugees and asylum seekers

- Continue to deliver targeted supports and to seek views of learners and parents on this provision

Support for EAL learners who have other additional support needs at Pathways 2-4

- Continue to develop joint working to ensure that these learners are appropriately supported, in particular taking into account linguistic and cultural factors.

Equality and Quality Assurance

- Ensure the model is supported by a robust Equality strategy with particular reference to the protected characteristic of Race
- Ensure the model is supported by robust Quality Assurance
- Ensure the model is supported by effective use of the Interpretation and Translation Service
- Invite external evaluation of the model by an independent, recognised body

In relation to the above:

- Review communication and engagement with parents, so that they are informed and consulted on the rationale and implications.
- Continue to seek views of EAL learners on their experience.
- Continue to engage with Head Teachers and ASL Team Leaders.
- Continue communication and consultation with EAL staff as part of this process as recommended through the ASL Project Board.

- Consult with wider stakeholders on the model to inform next steps (e.g. MCFB, Family Learning, Refugee and Migration Support Team, ELREC)
- Continue to develop capacity of the EAL Team to deliver this model, through high quality professional development and recruitment of appropriately experienced and qualified staff.
- Develop links between the Edinburgh Learns Teaching and Learning Team, Literacy Officers to ensure models support and complement each other
- Continue to link with other Local Authority Officers for EAL across Scotland
- Continue to link with expert EAL colleagues in higher education
- Review generic translated material to support good home-school-home communication; develop practical guidance for schools on effective use of interpreters; review ITS procedure.

12. Specific to this IIA only, what actions have been, or will be, undertaken and by when? Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and contact details)	Deadline for progressing	Review date
Develop risk register to help mitigate risk in relation to transformation to new model.	Annemarie Procter Annemarie.Procter@ea.edin.sch.uk	January 2020	June 2020
Further communication and consultation with EAL staff as part of this process as recommended through the ASL Project Board.	Tessa Humby Tessa.Humby@ea.edin.sch.uk	February 2020	May 2020
Strengthen consultation with pupils by seeking their views on their learning experiences.	Kirsty Spence Kirsty.Spence@ea.edin.sch.uk	March 2020	September 2020
Effective regular communication with schools on the plans, timescales and impact of these changes.		August 2019 October 2019 March 2020	October 2020
Communicate and consult with parents/carers on the plans and timescales of these changes.		January 2020 May 2020	September 2020
Consult with wider stakeholders on the plans to inform next steps.		December 2019 March 2020	August 2021

13. How will you monitor how this policy, plan or strategy affects different groups, including people with protected characteristics?

- This plan is designed to improve provision and outcomes for children and young people from minority ethnic backgrounds who have English as an Additional language, including vulnerable groups (refugees, asylum seekers, UASC, Gypsy Roma Traveller learners) and EAL learners who

may also have another additional support need(s). The main relevant protected characteristics are: race, religion, disability.

The plan will be monitored through:

- School supported self-evaluation and quality assurance processes, supported by the EAL Framework for Inclusive Practice and the Edinburgh 2.4 and 3.1 (Personalised Support; Wellbeing, Equality and Inclusion) Toolkit - linked to HGIOS? 4.
- Ongoing evaluation of Language and Literacy Collaborations.
- Analysis of Leavers' attainment data for BME and EAL. Consider fine-grained analysis for main ethnic and language groups.
- Authority level tracking for vulnerable groups: refugees / asylum seekers, UASC, Gypsy Roma Traveller children and young people
- Analysis of achievement and health and wellbeing for targeted supports: Beginners' Class; early literacy group; individualised support (Early Literacy Programme for Older Learners).
- Evaluation of the capacity-building model by an independent, recognised body.
- Ongoing stakeholder feedback

14. Sign off by Head of Service/ Project Lead

Name

Date

Appendix 5: Comparative data for Edinburgh schools with high proportion of EAL learners

School	School Roll June 2019	% Stages 1-4	% Stages 1&2	Transience (new starts 18-19) %	EAL Teacher support allocation per week	Language & Literacy Collaboration	Comment
St David's RC PS	305	57.05	16.06	15.84	Advisory	L&L Review	
Dairy PS	243	47.74	27.98	25.9	1.5 days		Support increased to 1.5 days from w/b 30.9.19. Further increase (to 2.5 days) from January 2020 with focus on Writing. Transition to capacity-building model.
St Mary's RC PS (Leith)	338	43.79	6.21	9.35	morning		by agreement
St Ninian's RC PS	265	43.02	12.45	13.28	Advisory	L&L Review	
St Francis' RC PS	249	37.35	15.66	8.76	1 day		
St Joseph's RC PS	319	34.8	8.15	12.96	Advisory	L&L Review	
Holy Cross RC PS	321	33.96	11.45	10.22	1 day		
St John Vanney RC PS	272	30.88	11.03	12.87	1 day		
St Mary's RC PS (Edin)	364	30.49	7.14	10.06	1 day		currently 0.5 day due to vacancy
Balgreen PS	348	29.31	13.51	7.26	1 day	L&L Phase 2	
Stage 1	New to English						
Stage 2	Early Acquisition						
Stage 3	Developing Competence						
Stage 4	Competent						
Stage 5	Fluent						

Headings

School roll	
% Stages 1-4	percentage of school roll at Stages 1-4 of English Language
% Stages 1-2	percentage of school roll at Stages 1-2 of English Language
% Transience	new starts (not including P1) in session 2018-19 as a percentage of school roll
EAL Teacher support	allocation of EAL Specialist teacher support
Language & Literacy Collaboration	the school is participating in the capacity-building model
Comment	

Stages of English Language Acquisition and Timescale

Stage (working at)	Descriptor	Timescale
1	New to English	6 – 18 months
2	Early Acquisition	6 – 18 months
3	Developing Competence	2 – 3 years
4	Competent	2 – 3 years
5	Fluent	5+ years



City of Edinburgh Council Record of Equality and Rights Impact Assessment

Part 1: Background and Information

(a) Background Details

Please list ERIA background details:

ERIA Title and Summary Description: Additional Support for Learning Service (ASLS)

Service Area	Division	Head of Service	Service Area Reference No.
Children's Services	ASL Service	Andy Jeffries	CF3(e)

(b) What is being impact assessed?

Describe the different policies or services (i.e. decisions, projects, programmes, policies, services, reviews, plans, functions or practices that relate to the Corporate ERIA Title):

Policies and Services	Date ERIA commenced
ASL Service (ASLS): English as an Additional Language (EAL), Language Learning and Communication (LLC), Learning and Wellbeing (L&W), Information Communication Technology Additional Support for Learning (ICT ASL), Visiting Teachers of the Visually Impaired (VTVI), Deaf Support Team (DST), Literacy Dyslexia Support (LDS), Resources, Moving & Handling (M&H), Additional Support for Learning School Nurse (ASL School Nurse), Therapy Inclusion Project (TIP), Medical & Sensory (M&S))	251115
)	
ASLS Professional Learning Framework (ASLS PLF) Professional Learning Framework (PLF)	
Accessibility Strategy (Planning improvements for disabled pupils' access to education, Scottish Government)	
Strategic priority (5) Communication and Recording Guidelines Teacher Working Agreement Guidelines Assessment Guidelines for Pupils with Additional Support Needs ASLS Equality and Rights Strategy Working in Partnership to Develop a Framework for Collaborative Working between the ASL Service, Psychological Services, Education Establishments and Partner Services (FfCW) Pathway 3 Support Guidelines	

(c) When is it due to be reviewed? (insert furthest away date if question relates to a number of review dates) **23 March 2017**

(d) ERIA Team

Please list all ERIA Team Members:

Name	Organisation / Service Area
Kirsty Rosie	ASL Service
Lorna Johnston	ASL Service
Julia Sproul	Equalities Coordinator CEC
Nikhat Yusaf	ASL Service
Sandra Scott Juliet McCann Amanda Knani Justine Haddow Jan McDevitt Marina Mackenzie Jane Berry	ASL Service

- Physical security
- Legal security
- Education and learning
- Standard of living
- Productive and valued activities
- Individual, family and social life
- Identity, expression and respect
- Participation, influence and voice

Please indicate alongside each identified enhancement or infringement the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

Summary of Enhancements of Rights

The core aim of the service is to support and enhance education and learning for children and young people with an additional support needs. In addition to this we offer support to promote health and wellbeing and promote the rights of children and young people with an additional support need and/or from a minority ethnic background (ASL Act 2009/Equality Act 2010/ Children and Young Person's Act 2014). We provide access to mainstream and specialist services and supports but this does not always happen in a mainstream setting eg at home, hospital or community buildings.(ASL Act/Equality Act/Disability Act/ Accessibility Strategy/CfE/ GIRFEC/ASLRG/E&L/Communication and Recording Guidelines/Teacher Working Agreement Guideline/ASLS Equality and Rights Strategy Health – Supporting emotional, physical, communication and conceptual development in relation to additional support need.(ASL Service, Equality Act, Disability Act, ASL Act, Eye Right/PLF/E&L/ ASLS PLF)

Physical Security – Promoting and supporting schools with environmental adaptations and supporting the development of mobility and habilitation skills where appropriate.(Accessibility Strategy/PLF/E&L)

Education and Learning – Recommending and producing appropriate adaptations both hard copies and electronic. Also, developing the awareness and understanding of the impact of those caring for and supporting CYP with additional support needs. Advising on an inclusive learning environment and appropriate L&T strategies and resources.

Recommending and providing appropriate resources and adaptations. Developing the awareness and competencies of those involved in the education and learning of CYP with additional support needs and those from a minority ethnic background. (CfE, Disability, ASL and Equality Acts/Accessibility Strategy/EWG/PLF/E&L/ASLS PLF/ PLF)

Individual, Family and Social Life - To encourage independence and develop social skills and empower families to help children and young people we support to develop skills for learning, life and work. To support families accessing the right support at the right time and develop networks of support for families with additional support needs. (GIRFEC, CfE, Equality Act/Sur/PLF/ASLS PLF)

Participation, influence and Voice – Working in partnership with relevant partner services, families and education establishments. Sharing information about and creating opportunities for participation in social and activity groups. (ASL Service, GIRFEC/PLF/E&L/ASLRG)

Identity, expression and respect: Developing the awareness and competencies of those involved in the education and learning of CYP from a minority ethnic background (EAL and GRT) re. freedom of cultural identity; communicating using own language; living without fear of harassment or abuse (racially-motivated bullying) (ASL Act (2009) Equality Act (2010)/ Children and Young Person's Act 2014/ASLS PLF/PLF)

Summary of Infringement of Rights

Can these infringements be justified? Are they proportional?

The ASL service have a finite budget and limited ICT resources they can lend out to schools for learners with additional support needs to enable them to access the curriculum. There is a risk of infringement in relation to ASLS being able to support some education establishments acquiring sufficient resource to enable access to the curriculum due to issues with some schools being reluctant or unable to provide and fund access technology alongside the difficulties surrounding WIFI access and the availability of follow up and training in the use of this equipment for pupils and staff.(ASL Act, Equality Act, Accessibility Strategy/PLF/E&L/ASLRG)

Staff try to work collaboratively with parents to support a joint decision within families and ensure the child and young person's rights are heard. For example:

a child diagnosed with a terminal/ potentially life threatening illness in hospital who wants to return to school but parents do not want them to. (GIRFEC, Equality Act, ASL Act/E&L/ ASLS Equality and Rights Strategy/ FfCW

A child or young person withdrawn from school by parent as they want a different placement. (GIRFEC, Equality Act, ASL Act/PLF)

A child or young person asked not to attend school when the school is holding a religious observance - staff work with schools to find alternative solutions for the learner to remain in school. (Equalities Act, ASL Service/PLF/ASL RG/EWG)

There is a global pressure on demands for service and the service has provided a framework to prioritising caseloads appropriately without prejudice or bias.(Equality Act/ASLRG/E&L/Communication and Recording Guidelines/ Teacher Working Agreement Guidelines/ Pathway 3 Support Guidelines

There are no infringements but staff are faced with dilemmas when working to uphold children and young people's rights.

(c) Equality Impact Assessment – Summary

Please consider all the protected characteristics when answering questions 1, 2 and 3 below. Please also consider the issues of poverty and health inequality within each protected characteristic:

- Age
- Disability
- Gender identity
- Marriage / civil partnership
- Pregnancy / maternity
- Race
- Religion / belief
- Sex
- Sexual orientation

1. Please describe all the positive and negative impacts on the duty to eliminate unlawful discrimination, harassment or victimisation. Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

Positive Impacts

Whole staff training delivered by equalities officers focusing on anti-racism then follow up workshops to develop anti-prejudice awareness and understanding We will extend this to whole staff over the next 2 years. All ASL Service Leaders have been trained in LGBT awareness and this is being extended to all staff in August 2016. We have also shared Equality (2010) guidance with staff.(ASL Service/PLF/EWG/ASLS PLF)

Greater awareness of Equalities groups across the range of Additional Support Needs; focus on Equalities training (PLF/ ASLS PLF/ Equality Act (2010)

The positive impact is about not only the different skillsets the specialist teams within the service have but also what is to be gained from these staff working more closely together / recognising commonalities in their roles:

Habilitation specialists (Accessibility Strategy/ VI Team/PLF)

Bilingual Support Assistants (BSA) supports (EAL/Equality Act)

Down's Syndrome Specialist developing systems and strategies to support learners with a learning disability across the city (ASL Act/CfE/PLF)

EAL team (Equalities Act/ EAL/ ASL Act)

LLC team (ASL Act/Equality Act/ Accessibility Strategy/ PLF/CfE/GIRFEC/E&L)

L&W team (ASL Act/ Equality Act/ Accessibility Strategy/PLF/CfE/GIRFEC/E&L)

M&S Team (ASL Act/ Equality Act/GIRFEC/CfE/PLF/E&L)

M&H Team (Accessibility Strategy/ Equality Act/ ASL Act/ GIRFEC/PLF/E&L)

TIP Team (ASL Act/PLF)

ASL School Nurse (ASL Act/ Equality Act/ GIRFEC/PLF)

Signing Nursery Nurses (ASL Act/ Equality Act/ Accesibility Strategy/CfE/E&L)

VTVI (ASL Act/ Accessibility Strategy/ GIRFEC/ Equality Act/PLF/E&L)

ICT ASL (ASL Act/Accessibility Strategy/ Equality Act/GIRFEC/ PLF/E&L)

Resources Team (Accessibility Strategy/ASL Act/ Equality Act/E&L)

LDS Team (ASL Act/ Equality Act/CfE/PLF/E&L)

Negative Impacts

Loss of identified key person leading on equalities agenda (based within EAL) and we will address this through introducing Equalities Link Person within each Team. (Equality Act/ASLS PLF/ PLF)

Acknowledgement of limited awareness of gender and sexual orientation awareness. We will address this through accessing quality training in this area for all staff on a rolling programme.(Equality Act/ PLF/E&L/ASLS PLF)

2. Please describe all the positive and negative impacts on the duty to advance equality of opportunity (i.e. by removing or minimising disadvantage, meeting the needs of particular groups that are different from the needs of others and encouraging participation in public life)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

Positive Impacts

Informing parents and education establishments of legal rights (and translating for parents from bilingual backgrounds) Equality Act/ASL Act/GIRFEC)/ASL RG/EWG)

Collaborative working with partner services including, education establishments, Allied Health Professionals, Psychological Services and 3rd Sector services (GIRFEC/ASL Service/PLF/ASL RG/EWG)

Supporting wider club access for learners eg training for Active School Staff, collaborative working with FABB-Flex and Edinburgh Leisure staff (Equality Act/ASL Act/ASLS/PLF)

Improved link between schools/clusters and ASL Service via ASL Service Leader role (replacing and extending the role of the Support Co-ordinator).

Awareness of developing as one service and ability to access supports - we may not have all the answers for the clusters we work within but we will continue to develop this by developing our skillset, knowledge and expertise as well as a greater understanding of other's areas of expertise. Coming together as one service enables us to build strong relationships and links within teams thus enabling us to access support more readily. (ASL Service/GIRFEC/PLF)

Development of a classroom within the new Royal Hospital (ready 2016)(Equality Act/ASL Act/CfE/EWG/ASL RG/Sur)

Negative Impacts

Some learners in hospitals and homes are not able to access their full curriculum entitlement and where possible we try to support this through linking with schools to support the needs. The ASL Service are also developing a pilot project, 'Virtual Learning Environment' and Treefoil have ringfenced funding to specifically offer IT support in hospitals. We are also reviewing secondary skillset within service to open up entitlements.(ASL Act Equality Act/CfE/GIRFEC/E&L/ASL RG)
EAL Team spread thinly across the authority with increased demands due to rise in numbers of bilingual families/refugees and immigrants settling within Edinburgh. We are looking to address the demands on this service as part of an EAL review. (Equality Act/CfE/ASL Act/ASLRG/E&L/PLF)

3. Please describe all the positive and negative impacts on the duty to foster good relations (i.e. by tackling prejudice and promoting understanding)? Please indicate alongside each identified impact the relevant policy or service (see [part 1b](#)) and relevant evidence (see [part 2a](#)).

Positive Impacts

Developing relationships with staff and managers in schools, senior managers in council, hospitals and the community to ensure our learners with additional support needs including disability and those from ethnic minority backgrounds are treated fairly and equally.(Equality Act/EWG/ASL RG/PLF)
Providing guidance for staff on challenging racism, part-time education to ensure they are equipped to deal with this effectively and consistently.Bringing teams together > increased awareness of broader Equality agenda as it applies to various rights and protected characteristics. Training for all staff – started and ongoing; guidance for all staff – ongoing.(Equality Act/PLF/ASLS Equality and Rights Strategy/ ASLS PLF/ FfCW

Negative Impacts

Increase in bilingual and minority population, together with challenging socio-economic context; the new structure potentially may have less capacity to do direct work on tackling prejudice and promoting understanding, especially with regards to minority ethnic groups. We will address this through partnership working with, e.g. Wellbeing Team (ASLS PLF/Equality Act/ PLF/ ASLS Equality and Rights Strategy/ FfCW

Part 3: Evidence Gaps, Recommendations, Justifications and Sign Off

(a) Evidence Gaps

Please list all relevant evidence gaps and action to address identified gaps.

Evidence Gaps	Action to address gaps
Discontinued stakeholder evaluation (Sur/ASAP)	Consider what needs to be put in its place taking into account the restructure eg Enhanced enrolments and transitions to meet needs of all learners with additional support needs to ensure they complement each other.
Review the impact of the former Spectrum service which previously supported preschool children recently diagnosed with ASD now being absorbed within the ASL Service (EWG/ASL RG)	Continue to develop systems and strategies to develop collaborative working and support learners in early years
Need to develop the skillsets of staff in schools to enable them to meet the increased diversity of needs of learners as a result of the presumption to mainstream. (PLF/EWG/E&L/strategic priority 5)	Training for all SMT, whole staff and support staff in education establishments to develop skillsets and empower them to better understand and meet the needs of these learners with a particular focus on children and young people with autism Evidence that this is happening would be from stakeholder feedback; pupil and parent survey; reduced number of complaints; attainment of learners with additional support needs.
Impact of increased demands on EAL team and review of current modeol of working (EAL)	Review of EAL supports
Data showing impact of supports from service for learners with additional support needs and areas of good practice and areas needing further or more intensive supports. There is currently no data to show the sexual orientation and gender change identities for those in S4-6 as this inforamtion is not asked for in our pupil survey data currently. (E&L)	develop efficient and effective means of recording data for service.

(b) Recommendations

Please record SMART recommendations which may include actions to

- (i) eliminate unlawful practice or infringements of absolute rights;
- (ii) justify identified infringements of rights; or
- (iii) mitigate identified negative equality impacts
- (iv) further advance equality and rights, and promote good relations.

Recommendation	Responsibility of (name)	Timescale
Review alternatives to inclusion and how we can work more collaboratively with authorities to meet the needs of learners with complex social and emotional behavioural needs (service improvement plan)	AG	Aug 2017
Review Secondary Resource Provisions to develop a consistent approach to meeting the needs of these learners across the city and increase their ability to access meaningful education and skills for learning, life and work(service improvement plan).	AG/ strategic working group	Aug 2017
Review Language Classes to develop consistency in supports and approaches to meeting the needs of these learners and support them to access meaningful education and skills for learning, life and work.(service improvement plan)	KR/LJ/ Strategic working group - Anne Littlefair leading on	Aug 2016
Appoint equalities officers for the service and build links with them and equalities officers in schools developing their skillset, knowledge and expertise.(service improvement plans)	Lorna Johnston, Juliet McCann, Jan McDiarmid and Justine Haddow EAL staff	March 2017
EAL review including GRT supports and Supporting Translation and Interpretation Services to meet needs of learners and families (service improvement plan)	AP/KR/MV	Aug 2017
Take forward other actions within the ASL Equalities Improvement Plan	Equalities Working group	March 2017
Consider what needs to be put in place for early years learners taking into account the restructure eg Enhanced enrolments, home visits and transitions to meet needs of all learners with additional support needs to ensure they compliment each other.(evidenced through C/YPPM)	ASL Staff	August 2017
Continue to develop systems and strategies to develop collaborative working and support learners in early years Training for staff eg anti-prejudice, LGBT, DS Specialist developing systems and strategies to support learners with a learning disability (service improvement plan)	June 2016 Aug 2016 Aug 2017	SM/KV/ ASL SLs AP/KR IA/KV

(c) Sign Off

I, the undersigned, am content that:

- (i) the ERIA record represents a thorough and proportionate ERIA analysis based on a sound evidence base;
- (ii) the ERIA analysis gives no indication of unlawful practice or violation of absolute rights;
- (iii) the ERIA recommendations are proportionate and will be delivered;
- (iv) the results of the ERIA process have informed officer or member decision making;
- (v) that the record of ERIA has been published on the Council’s website / intranet, or
- (vi) that the ERIA record has been reviewed and re-published.

Date	Sign Off (print name and position)	Reason for Sign Off (please indicate which reason/s from list (i) to (vi) above)
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

