



Report of the Cabinet Member for Children, Education & Lifelong Learning

Special Cabinet – 22 March 2018

Ethnic Minority Achievement Unit (EMAU)

Purpose:	To propose options for consultation on significant changes to the structure and delivery of the Ethnic Minority Achievement Unit (EMAU).
Policy Framework:	Strategic Equality Plan 2016 -2020 Children and Young People's Rights Scheme 2014 Corporate Plan 2017 -2022 Swansea Well-being Statement 2017
Consultation:	Access to Services, Finance, Legal, HR, Corporate Management Team (CMT)
Recommendation(s):	It is recommended that: 1) Consultation on the proposed model of service delivery is commenced with a proposed partial implementation date on 1 September 2018 (Option 1). 2) That sustainable funding is considered by the Council, as part of the 2019-20 budget setting, for the proposed model of service delivery for subsequent financial years (2019-2020), once the final Welsh Government level and basis of any ongoing support is fully confirmed.
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1. Introduction

- 1.1 EMAU has operated as a central local authority service for many years with the purpose of raising standards and tackling the risk of underachievement for learners from ethnic minority backgrounds, in particular those learning English as an additional language (EAL).
- 1.2 The EMAU service users and stakeholders (January 2018) are:
- approximately 1,500 'targeted' EAL learners (aged 3-16 years) with a further 800 'monitored' in conjunction with schools
 - 67 schools
 - parents and carers from ethnic minority backgrounds who are not fluent in English and
 - other education professionals including education welfare officers (EWOs) and educational psychologists (EPs) working with learners, parents and carers who are not fluent in English.
- 1.3 Demand on EMAU has generally grown year-on-year against a backdrop of reducing funding. PLASC January 2017 identified 5,338 minority ethnic learners in Swansea schools (14.6% of the Swansea school population) with 145 languages and dialects spoken. 4,220 (11.8%) of learners were classified as having EAL. Referral numbers remain high with 491 new referrals in 2016/17 academic year.
- 1.4 The current EMAU delivery model in the context of increased and diversifying demand, diminishing EMAU staffing levels and continuation of reductions in funding is no longer sustainable and necessitates significant transformation.

2. Funding/Budget

- 2.1 Historically, EMAU was funded by the ring-fenced Minority Ethnic Achievement Grant (MEAG) with the addition of council core funding. In the financial year 2015 - 2016 the MEAG was subsumed into the Education Improvement Grant (EIG) and council core funding was reduced significantly. In general, there have been year-on-year cuts to funding to EMAU managed by restructures and staff opting for VR or ER/VR.
- 2.2 For financial year 2018 - 2019 the Welsh Government has removed the 'MEAG' element of the EIG. Local authority leaders have queried this with Welsh Government ministers who have undertaken to support local authorities with funding for the financial year 2018 - 2019. This is currently predicted to be about £1.2m for Swansea – the approximate cost of running the existing service for the financial year. However, there is lack of clarity about any future funding arrangements beyond financial year 2018 - 2019 and it is highly likely that funding will reduce significantly. As an interim measure, pending full clarification of final funding offers, the budget set by Council for 2018-19 includes use of up to £1m of general reserves to support this, and other reducing or

ceasing, education specific grants, if necessary. This is designed to ensure continuity of the service on an interim basis and to allow a managed transition including full consultation and mitigation actions to a more sustainable future delivery model recognising the expected lower level of likely ongoing Welsh Government funding support.

3. Staffing and Costs

3.1 Current Staffing

3.1.1 The current staffing structure is shown in the table below:

Staffing Structure March 2018	Nos	FTE
Head of EMAU	1	1.0
Senior Team Leader (Secondary based)	1	1.0
Specialist teachers (6 Secondary/13 Primary)(incl. 4 Team Leaders)	19	14.8
Bilingual teaching assistants (BTAs) /interpreters (incl. 3 Team Leaders) *	15	11.6
Data, administration and organisation officers (A&OA)	3	1.7
Total	39	30.1
<i>* In addition: 1 BTA (1 fte) employed by New Directions and 3 BTAs (3 fte) employed via SRP (Syrian Resettlement Programme) funding</i>		

3.2 Costs

3.2.1 The costs of the current staffing structure are shown in the table below:

Costs	2018 – 19
BTA and A&OA Salaries (plus on-costs)	£298,800
Teacher salaries (plus on-costs)	£863,300
Additional hours	£3,000
Pensions	£9,800
Insurance liability	£5,100
Car allowances	£3,000
Phone charges	£3,000
Total	£1,186,000

4. Proposed Future Delivery Model

4.1 The proposed future model is to deliver a central advisory service consisting of Head of Unit and two performance specialists/advisers. Any remaining funding would be devolved to schools. It is expected

that the posts within the future model would be on Soulbury, Education Improvement Professionals (EIP) terms and conditions.

4.2 The aim of the future delivery model would be to ensure that minority ethnic learners are included in schools and their local communities and are able to achieve their potential. The model of service delivery would:

- Focus on school improvement and capacity building and move away from centrally provided pupil support.
- Enable the progress and achievements of minority ethnic learners to be monitored and evaluated
- Promote school-to-school support and sharing of best practice.
- Improve the knowledge and skills of the school-based workforce to support minority ethnic learners to achieve to their potential.
- Develop the capacity of schools to embrace diversity, pro-actively include minority ethnic learners and engage with their parents/carers.
- Develop schools capacity to enable minority ethnic learners to have a voice.

4.3 The future delivery model will provide:

- Support for schools to self-evaluate provision for minority ethnic/EAL learners and develop action plans.
- Monitoring the impact on minority ethnic learners achievement.
- Guidance documents and resources.
- A menu of support and central training courses.
- Identification of best practice and facilitation of school-to-school support
- Facilitation of EAL co-coordinator networks.
- Moderation of the annual EAL Needs Survey for Pupil Level Annual School Census (PLASC).

4.4 The attached draft Equality Impact Assessment (EIA) notes a number of positive impacts:

- The achievement of minority ethnic learners and valuing of diversity will be wholly the responsibility of individual schools and will not be defaulted to the responsibility of an outside agency and its staff.
- Schools will have increased independence and responsibilities to develop their capacity to support minority ethnic learners and to foster relationships with their families as schools will be given more autonomy.
- All schools, not just those with targeted provision, will have access to training and support to build their knowledge, awareness and capacity.
- There should be a fairer distribution of resources via universal access to the central training and support programme and through devolved funding via a formula which targets funding towards English as an additional language learners at earlier stages of

English acquisition (i.e. the most vulnerable to underachievement) but also distributes a baseline amount to all schools.

- All schools will develop their capacity to provide for minority ethnic learners and their families thereby improving the choice for parents/carers and pupils.
- There should be reductions in discrimination and feelings of isolation as all schools develop their capacity. This should also improve community cohesion.
- Schools will be encouraged to share best practice.
- Potentially schools could employ EMAU bilingual teaching assistants, particularly from the main language groups, for themselves thereby diversifying the school-based workforce.

4.5 It is anticipated that any funding provided by Welsh Government over that required to meet the costs of the service would be devolved to schools, ring fencing its use to minority ethnic learners and pupils with EAL. The service has a formula that takes into account learner numbers, learner ages and their stages of English acquisition (Background paper attached).

4.6 The formula is underpinned by some key principles:

- The achievement of minority ethnic learners is everybody's business and therefore all schools should have some funding to build their awareness and capacity to support minority ethnic learners to achieve to their potential.
- Support should be provided in a timely way and be managed at a local level.
- Resources should be allocated in a fair and transparent way.
- The use of the resources should be ring fenced to build the capacity of schools to embrace diversity, pro-actively include minority ethnic learners and engage with their parents, carers and families.
- The use of devolved resources should be monitored and its impact on inclusion and achievement evaluated.

4.7 The formula therefore gives a nominal amount (£500) to all schools to support interpretation and translation costs as well as capacity building activity through training, for example. Remaining funds would be distributed by formula based on numbers of EAL learners, what year group they are in and their assessed level of English acquisition. The formula in the attached background paper is based on numbers in year 1 to year 11 who are at stages A to C of English acquisition.

4.8 Nursery and reception children are not included as the model of language acquisition used by the service is based on an understanding that very young children can develop their language skills through immersion rather than specific support. This is similar to the assumptions in Welsh medium bilingual education.

4.9 There is a key role for a retained central service of specialist advisory teachers to monitor the use of the devolved resources as well as moderate assessments of English language acquisition.

4.10 The proposed staffing structure and costs are shown in the tables below:

Proposed Staffing Structure	FTE
Head of Unit (Soulbury EIP scale, range 8 - 11, plus 3 SPA points)	1.0
Performance Specialists (Soulbury EIP scale, 3 – 6, plus 3 SPA points)	2.0
Total FTEs	3.0
Total Reduction in FTEs (excludes SRP/New Directions staff)	27.1

Cost	£
Staff salaries (including 35.5% on-costs)	£185,840
Pensions	£9,800
Insurance liability	£5,100
Car allowances	£3,000
Phone charges	£1,000
Total	£204,740

4.9 However, staff are likely to be on protected salaries for up to three years under current terms and conditions and this will, therefore, raise the costs of the service to approximately £210,000 per year for the period of protection.

5. Options for Transitioning to the Proposed Delivery Model

5.1 Options below are based on the following assumptions:

- funding of £1.2m for financial year 2018-19,
- no staff have opted to take ER/VR or VR prior to implementation dates,
- the local authority is able to support the potential redundancy costs of £320,000 based on 30 weeks redundancy and additional early retirement costs where these apply. If staff request VR or ER/VR before the end of March 2018 and leave by 30 June 2018 then costs could be higher based on 45 weeks redundancy pay,
- potential redundancy costs in either scenario will be met from either the contingency fund or the residual balance on the restructuring reserve,
- there is sustainable grant funding available from Welsh Government to implement the proposed model beyond 2018 – 2019 financial years. This has yet to be fully confirmed.

5.2 Option 1 – Partial implementation by 1 September 2018 with full implementation by 1 January 2019

5.2.1 This option proposes that the bilingual support and interpreting/translating services cease on 1 September 2018 and the Soulbury structure is implemented on 1 January 2019.

Cost	2018-19 £
BTA and A&OA salaries (including on-costs)	£124,500 (5/12ths of BTA + Admin costs)
Teacher salaries (including on-costs)	£647,500 (9/12ths of teacher costs)
Soulbury (new posts)	£46,460 (3/12ths of Soulbury costs)
Pensions	£9,800
Insurance liability	£5,100
Car allowances	£3,000
Phone charges	£2,000
Total	£838,360
Funding to devolve to schools	£361,640

5.2.2 Advantages:

- Some funding for schools to establish own provision/support.
- Potential that schools could employ some at risk central staff.
- Longer transition period for schools with a term to build capacity in partnership with specialist teachers.
- Potential reduction in compulsory redundancies amongst teaching staff who would have more time to find alternatives.

5.2.3 Disadvantages:

- Likelihood of significant number of compulsory redundancies particularly of bilingual teaching assistants.
- Formal consultation process would need to commence imminently, by the end of March 2018, in order to meet notice periods for bilingual teaching assistants.
- Lengthy process for teachers as following consultation in spring 2018 recruitment processes for the new posts would not commence until September/October 2018.
- Time needed to plan, organise and implement an altered model of transitional support for the period of one term only.
- Buy-in of specialist teachers to operate an altered model of service delivery for one term given limited opportunities for on-going employment.

5.3 Option 2 - Full transition to new model on 1 January 2019

5.3.1 This option assumes the new model is fully implemented on 1 January 2019 but all staff have the option of requesting earlier finish dates through VR or ER/VR prior to the implementation date.

Cost	2018-19 £
BTA and A&OA salaries (including on-costs)	£224,100 (9/12ths of BTA + Admin costs)
Teacher salaries (including on-costs)	£647,500 (9/12ths of teacher costs)
Soulbury (new posts)	£46,460 (3/12ths of Soulbury costs)
Pensions	£9,800
Insurance liability	£5,100
Car allowances	£3,000
Phone charges	£2,000
Total	£937,960
Funding to devolve to schools	£262,040

5.3.2 Advantages:

- Transition period for schools with a term to build capacity in partnership with specialist teachers.
- More time for consultation.
- Potential reduction in compulsory redundancies as staff would have more time to consider their options and find alternatives.

5.3.3 Disadvantages:

- Funding to schools is significantly reduced.
- Buy-in of specialist teachers to operate an altered model of support for one term given the limited opportunities for on-going employment
- Necessity to continue with a model which includes direct pupil support by BTAs during the transition period.
- Potential for erratic support for schools and learners if staff choose to leave earlier than 1 January 2019.
- Significant management issues during the transition issues affecting capacity to deliver service.

6. General Issues

6.1 Population and Caseload Pressures

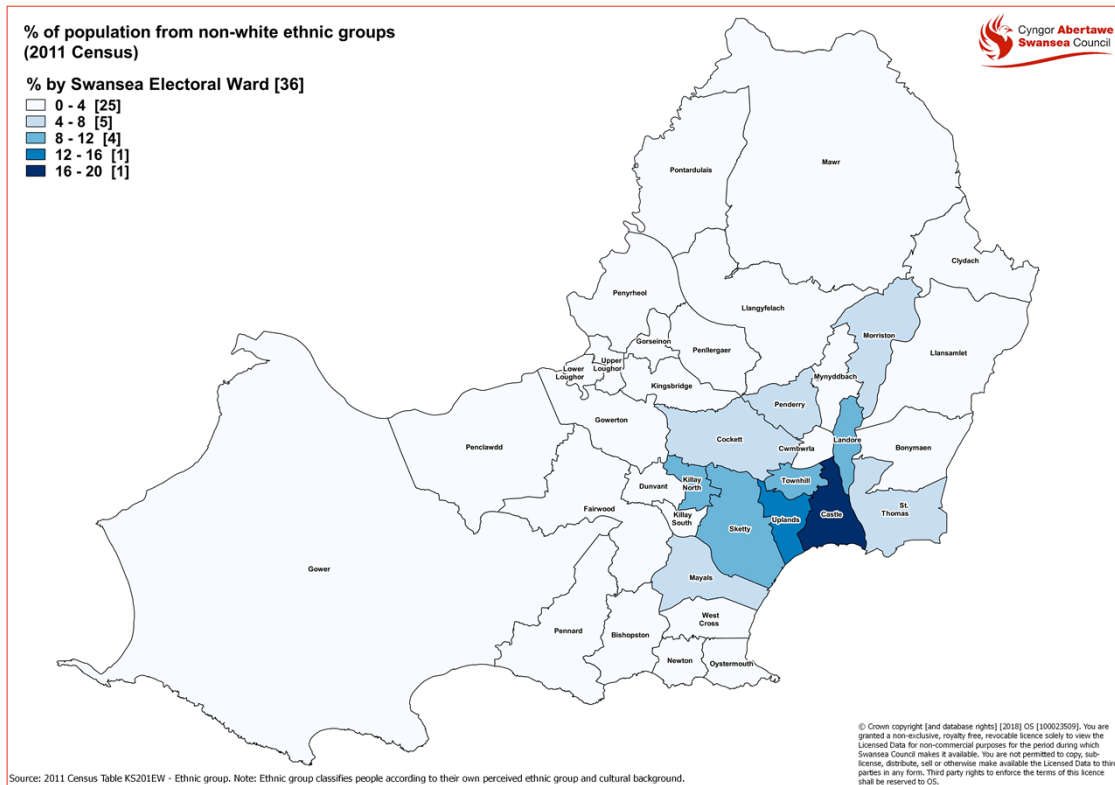
6.1.1 The Swansea, Research and Information Unit provides information based on the 2011 Census. The data suggests that the largest non-white ethnic groups in Swansea are

- Chinese 2,052 people (0.9% of Swansea's population)
- Bangladeshi 1,944 (0.8%)
- Other Asian 1,739 (0.7%)
- African 1,707 (0.7%)
- Arab 1,694 (0.7%).

6.1.2 Ward level breakdowns of the data by ethnic group show that the largest ethnic minority populations are in the urban wards of Castle (3,202), Uplands (2,091) and Sketty (1,323). Castle (20.2%) and Uplands (13.3%) were the highest in proportionate terms. Within wards, the 2011 Census data also reveals evidence of distinct ethnic group clusters; for example, the Bangladeshi population in Landore and Castle and the Arab population in the Castle, Sketty and Uplands areas.

6.1.3 Figure 1 below shows the percentage of population from non-white ethnic groups by ward:

Figure 1



- 6.1.4 The data in Appendices 1 and 2 show the numbers of EAL learners in Swansea's primary, secondary and special schools based on the 2017 PLASC. Appendix 3 shows the same data by school cluster.
- 6.1.5 Analysis of the data confirms the 2011 Census information that schools covering the city centre are most likely to be affected by changes in the way the EMAU is staffed and works. In particular, the clusters of Dylan Thomas, Bishop Gore and Pentrehafod would be most affected because of the high percentage of learners at stages A to C of their English language acquisition. The Catholic secondary and primary schools are also likely to be affected.
- 6.1.6 On the other hand Welsh schools and those covering the Gower and north of Swansea are less likely to be affected by changes in the EMAU because of the low numbers of learners with EAL or from minority ethnic backgrounds.

6.2 Languages and Translation

- 6.2.1 The PLASC 2017 identified 145 languages/dialects in addition to English and/or Welsh spoken by pupils in Swansea. Appendix 4 shows the top ten languages other than English and Welsh spoken in Swansea and referrals by languages supported by the service.
- 6.2.2 Currently the EMAU is working with pupils speaking over 100 languages/dialects across Swansea but provides bilingual support in the following languages - Arabic, Sylheti/Bengali, Cantonese, Mandarin, Polish, Urdu, Punjabi, Russian, Turkish and Romanian.
- 6.2.3 In 2016 – 2017 418 formal requests for interpreting services were made by 51 schools. 21 languages were requested of which 81 requests were for Arabic, 81 for Sylheti/Bengali, 72 for Polish and 65 for Mandarin. It is therefore likely that it is these communities that will be most affected by changes in the EMAU.

6.4 Financial Implications

- 6.4.1 There are significant financial implications if the consultation and move to the proposed model is not completed by 1 January 2019 as the level of funding from Welsh government for this service is likely to reduce significantly from 2019. This would mean, given current notice periods for teachers, that there would be significant salary costs incurred into the new financial year 2019 – 2020, for which no meaningful base budget provision currently is assured, being funded in first instance, pending final clarification from Welsh Government over future funding intentions, predominantly from general reserves.
- 6.4.2 The potentially large number of redundancies or early retirement/voluntary redundancy requests also has a significant implication for the Council in this financial year.

- 6.4.3 However, if the consultation is completed and the model implemented successfully then the financial risk to the authority in the medium term is mitigated due to the reduction in numbers of staff employed directly by the authority.
- 6.4.4 Under the proposed model of service delivery there would be no capacity for the informal and formal translation service currently provided. Formal translation would have to be through the Wales Interpretation and Translation Service (WITS) a cost currently met by the Education Department. It is likely that there will be an increase in referrals to this service under the new model although it is difficult to predict the cost of this. The cost of referrals by schools could be built in to the requirement around any devolved monies.
- 6.4.5 The indicative financial implications in the short term and medium term are set out in the options within this paper. Subject to future final clarification as to the longer term Welsh Government grant arrangements, the automatic dropping out of the one off use, if needed, of general reserves, an ongoing more stable 2019-20 budget provision can be established as part of that budget setting round.

6.5 Legal Implications

- 6.5.1 There are a number of employment issues associated with these proposals due to the scale of the proposed redundancies. Full consultation needs to take place with all staff affected and in relation to teachers the provisions of the Burgundy Book and the School teachers pay and conditions document need to be fully considered, particularly taking into account the specific notice provisions that apply to teachers. Further HR and legal advice will need to be sought once a decision is made on how to proceed following consultation.
- 6.5.2 The sensitive nature of the changes and high number of potential redundancies has implications if the process and consultation are found not to have been carried out within the law and in good faith. This would leave the Council open to, claims to the employment tribunal and potential judicial review.
- 6.5.3 This population of learners is a specific named group within the Equality Act 2010 requiring a full impact assessment, and careful engagement and consultation (Section 7). Also full consideration of the Equality Impact Assessment. The Local Authority has obligations under the Public Sector Equality Duty to fully consider the needs of these learners, which it has a duty to. Careful consideration needs to be given to the results of the consultation that in devolving the budget to schools, the Local Authority is still able to fulfil its duty to these learners.

7. Equality and Engagement Implications

- 7.1 A draft Equality Impact Assessment (EIA) is attached as a background paper subject to quality assurance. If approval to consult is given, the EIA will continue to develop throughout this period and will take full account of the consultation outcomes prior to decision.
- 7.2 The EIA notes that the overall aim of the change to service delivery will be to encourage all schools to self-evaluate and put in an action plan so that they are able to support any minority ethnic learners who attends their school without the reliance on a central service to provide support. Access to support from the central advisory team would be more equitable across schools as opposed to being linked to numbers of EAL learners and the languages they speak. The model should increase the independence of schools to develop their own provision.
- 7.3 The impacts on learners, schools and staff are set out in Section 3 of the EIA. The impacts on learners and schools are largely positive or neutral but the impacts on staff employed by EMAU are largely negative due to the limited opportunities for alternative employment.
- 7.2 The report also reviews the impact on:
- opportunities for people to use the Welsh language
 - treating the Welsh language no less favourably than English.
- 7.3 This is to comply with the Welsh Language Standards, however, the evidence above suggests that there will be minimal impact on the Welsh language and potential to improve support for minority ethnic pupils wishing to attend a Welsh language school.
- 7.4 To ensure that we understand how these proposals affect all stakeholders we will be consulting widely to allow us to shape these proposals and agree the way forward.
- 7.5 We propose to consult with staff, headteachers, parents/carers, learners and all other interested stakeholders by holding meetings, providing online surveys and via the Swansea Pupil Voice forum.
- 7.6 The consultation will be translated into 10 different languages (apart from English and Welsh) to ensure that as many of our stakeholders as possible can share their views. Requests for other languages will be considered.

Background Papers:

Draft Equality Impact Assessment

Draft Consultation Papers

Funding Formula Example for Devolving Funds to Schools

Appendices

Appendix 1	Caseload Information – Primary and Special Schools
Appendix 2	Caseload Information – Secondary Schools
Appendix 3	Numbers of EAL learners by school cluster
Appendix 4	Languages and Interpreting Services
Appendix 5	Options for Consultation Timeline

Appendix 1

Caseload Information Primary and Special Schools

School	Total No. EAL Pupils PLASC Jan. 2017	% Stages A-C	% Stages A-E	EMAU supported pupil No. Feb. 2018	BTA Languages Supported	No. of Referrals Academic Year 2016/17
St Joseph's Cathedral	216	32.8%	41.7%	129	Polish	11
St Helen's	207	66.5%	86.6%	156	Arabic, Arabic SRP, Romanian, Urdu/Punjabi, Sylheti/Bengali	35
Parkland	165	17.4%	32.0%	60	Arabic, Turkish, Urdu/Punjabi	14
Brynmill	152	40.0%	44.1%	97	Arabic, Syltheti/Bengali, Romanian, Chinese	42
Terrace Road	151	41.5%	48.2%	106	Arabic, Arabic SRP, Chinese, Romanian, Urdu/Punjabi, Sylheti/Bengali	24
Gors Primary	122	37.0%	40.3%	36	Arabic, Polish	14
Hafod	106	42.1%	42.9%	76	Arabic SRP, Polish, Sylheti/Bengali	8
Waun Wen	85	34.8%	41.1%	73	Arabic SRP, Polish, Russian, Sylheti/Bengali, Urdu/Punjabi	17
St David's	81	30.3%	40.3%	49		1
Cadle	75	14.6%	19.5%	43	Turkish	3
Burlais	65	9.8%	11.1%	47	Romanian, Urdu/Punjabi	18
St Thomas	65	13.2%	15.6%	52	Polish, Romanian	21
Sketty	62	7.0%	13.1%	32	Urdu/Punjabi	4
Christchurch	57	31.3%	38.0%	42	Arabic, Chinese	7
Sea View	54	22.8%	26.2%	49	Polish, Romanian, Russian,	21

					Sylheti/Bengali, Turkish	
Cwmrhydyceirw	48	4.4%	9.2%	14		4
Danygraig	48	15.4%	18.5%	52	Arabic, Arabic SRP, Polish, Urdu/Punjabi, Sylheti/Bengali, Chinese	22
Pentrechwyth	47	12.9%	32.0%	24	Russian	5
Blaenymaes	45	13.7%	17.1%	26	Arabic SRP & Polish	5
St Joseph's Clydach	45	15.2%	18.5%	28		2
Brynhyfryd	44	6.4%	9.0%	29	Arabic SRP, Urdu/Punjabi, Polish, Chinese	14
Clwyd	44	12.9%	13.8%	41	Arabic SRP, Urdu/Punjabi, Polish	14
Hendrefoilan	44	12.6%	19.0%	36	Arabic, Chinese	11
Gwrosydd Primary	42	7.4%	9.1%	32		6
Morrison Primary	40	13.0%	19.2%	31	Polish, Urdu/Punjabi	5
Townhill	39	5.8%	7.6%	42	Chinese, Polish	19
Pentre'r Graig	38	12.4%	13.1%	36	Chinese, Polish, Turkish	4
Dunvant Primary	34	5.0%	9.4%	19		10
Plasmarl	33	19.5%	20.1%	28	Romanian, Urdu/Punjabi	2
Mayals	29	6.0%	11.7%	15		2
Gowerton Primary	27	5.5%	6.4%	15	Urdu/Punjabi, Polish	0
Glyncollen	26	7.4%	11.3%	19	Urdu/Punjabi	3
Portmead	26	8.0%	12.2%	16	Polish	4
Trallwn	26	7.0%	9.2%	15	Chinese, Polish	9
Clase	25	7.0%	8.3%	23	Polish	4
Gendros	25	7.2%	7.5%	13	Russian	0
Talcopa	25	9.4%	12.4%	11		0
Birchgrove Primary	22	4.4%	4.9%	24	Polish	9
Pontarddulais Primary	22	4.0%	4.7%	12		0
Penllergaer	20	2.3%	5.2%	8		1
Cwmglas	19	5.9%	6.6%	11		0
Oystermouth	17	2.1%	7.1%	4		0
St Illtyd's	17	5.2%	7.4%	12	Polish	1
Gorseinon	15	3.0%	4.6%	4	Urdu/Punjabi	2

Whitestone	14	5.9%	8.2%	11		0
Craigfelen	13	4.4%	7.1%	2		0
Grange	13	3.6%	5.8%	9	Polish	2
Penyrheol Primary	13	3.7%	5.3%	6		0
Tre Uchaf	13	0.9%	5.8%	1		0
Cila	10	3.9%	6.5%	9		2
Knelston	10	0.0%	7.8%	0		0
Penclawdd	10	2.8%	5.5%	6		1
Ynystawe	10	2.7%	4.5%	9		1
Clydach	7	2.5%	3.0%	10	Romanian	6
YGG Bryn-Y- Mor	6	0.0%	2.0%	0		0
YGG Gellionnen	5	0.4%	1.8%	0		0
Pen Y Fro	4	0.0%	2.2%	0		0
Pennard	3	0.5%	1.4%	0		0
Pontlliw	3	1.0%	1.4%	2		2
Wauarlwydd	3	0.4%	1.1%	2		0
Bishopston Primary	2	0.0%	0.7%	0	N/A	0
Casllwchwr	2	0.0%	0.9%	0		0
Glais	2	0.8%	1.6%	1		0
Llangyfelach	2	0.4%	0.9%	0		0
YGG Tan-y-Lan	2	0.0%	1.3%	0		0
YGG Y Login Fach	2	0.4%	0.8%	0		0
Llanrhidian	1	0.0%	0.6%	0		0
YGG Bryniago	1	0.0%	0.4%	0		0
Craigcefnparc	0	0.0%	0.0%	0		0
Crwys	0	0.0%	0.0%	0		0
Newton	0	0.0%	0.0%	0		0
Pengelli	0	0.0%	0.0%	0		0
Pontybrenin	0	0.0%	0.0%	0		0
Y Cwm	0	0.0%	0.0%	0		0
YGG Felindre	0	0.0%	0.0%	0		0
YGG Llwynderw	0	0.0%	0.0%	0		0
YGG Lonlas	0	0.0%	0.0%	0		0
YGG Pontybrenin	0	0.0%	0.0%	0		0
YGG Tirdeunaw	0	0.0%	0.0%	0		0
Ysgol Crug Glas	0			0		0
Ysgol PenYBryn	0			0		0
Totals	2746					412

Appendix 2

Caseload Information Secondary Schools

School	Total No.EAL No. Pupils PLASC Jan 2017	% Stages A-C	% Stages A-E	EMAU supported EAL pupil No. Feb 2018	BTA Languages Supported	No of Referrals 2016/17
Bishop Vaughan	359	6.0%	24.9%	103	Polish	6
Olchfa	337	3.2%	19.9%	96	Polish	5
Bishop Gore	303	12.3%	24.9%	143	Arabic, Arabic SRP & Romanian	23
Pentrehafod	156	9.9%	16.5%	111	Arabic SRP, Sylheti/Bengali	17
Gowerton School	60	1.3%	5.6%	25		4
Dylan Thomas	53	8.7%	10.9%	43	Arabic, Arabic SRP, Polish, Romanian, Russian, Turkish	14
Bishopston Comp	50	0.5%	4.6%	10		1
Morrison Comp	49	2.0%	5.4%	20	Urdu/Punjabi	3
Cefn Hengoed	48	3.0%	6.8%	33	Russian, Polish	4
Penyrheol Comp	23	0.9%	2.6%	10	Romanian	0
Birchgrove Comp	21	1.2%	4.3%	9		0
Pontarddulais Comp	12	0.9%	1.5%	8	Chinese, Polish	2
YG Gwyr	2	0.0%	0.2%	0		0
YG Bryn Tawe	1	0.0%	0.1%	0		0
Total	1474					79

Numbers of EAL Learners by School Cluster

Cluster	Numbers
Bishop Vaughan	718
Dylan Thomas	708
Olchfa	652
Bishop Gore	645
Pentrehafod	575
Cefn Hengoed	278
Morrison	236
Gowerton	105
Bishopston	94
Penyrheol	66
Birchgrove	65
Pontarddulais	59
Gyfun Gwyr	11
Bryn Tawe	8
Total	4220

Languages and Interpreting Services

Top ten languages spoken by pupils in Swansea

First Language	Number of Pupils (PLASC 2017)
Bengali (all dialects including Sylheti)	593
Arabic (all dialects)	551
Polish	484
Chinese (all dialects including Mandarin)	191
Malayalam	165
Tagalog/Filipino	154
Urdu	135
Romanian (all dialects)	110
Turkish	75
Kurdish (all dialects)	68

Languages Supported by EMAU:

Pupils supported by EMAU speak around **100 languages/dialects**. Top 10 languages:

First Language	Number of Referred Pupils	Bilingual Teaching Assistant (BTA) Full Time Equivalent (FTE)
Arabic (all dialects)	410	1.6 (+ 3.0 SRP)
Sylheti/Bengali	367	2.9
Polish	364	3.5
Chinese (all dialects)	139	0.8
Romanian	98	1.0
Malayalam	85	0
Kurdish (all dialects)	80	0
Urdu	80	1.8
Tagalog/Filipino	63	0
Turkish	56	0.4
Russian	34	0.6

Options for Consultation Timeline

	Option 1: Partial Implementation: BTAs - September 2018 Teachers – January 2019	Option 2: Full Implementation for January 2019
Cabinet Decision to Consult	22nd March 2018	22nd March 2018
Consultation Starts	28 th March 2018	13 th April 2018
Consultation Closes	9 th May 2018	25 th May 2018
Consultation responses collated, analysed and translated	16 May 2018	2 June 2018
Report back to Cabinet for decision	June 2018 (date not yet published)	July 2018 (date not yet published)
Staff informed and given notice.	June	July/August
Teachers interviewed for posts	June/July	1 September 2018
BTAs redundancy date	31 August 2018	31 December 2018
Teachers redundancy date	31 December 2018	31 December 2018
Transition to new model	1 January 2019	1 January 2019