

Appendix B

Draft Equality Impact Assessment (EIA) Report

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to equality.

Please refer to the 'EIA Report Form Guidance' while completing this form. If you need further support please contact acesstoservices@swansea.gov.uk.

Where do you work?
Service Area: Education
Directorate: People

(a) This EIA is being completed for a:

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(b) Please name and describe here:

Ethnic Minority Achievement Unit (EMAU)

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).

The EMAU service users and stakeholders (May 2018) are:

- approximately 1,475 'targeted' EAL learners, aged 3-16 years (Referred EAL learners are Red, Amber, Yellow, Green ('RAYG') rated in order to prioritise support. 'Red' learners are those 'on the cusp' of attaining expected outcomes at the end of their respective key stage and 'amber' learners are those who are at more general risk of underachievement, mainly earlier stages of EAL acquisition. The 'red' and 'amber' pupils form the 'targeted' learners). A further 830 'yellow' EAL learners are 'monitored' in conjunction with schools
- 69 schools
- parents and carers from ethnic minority backgrounds who are not fluent in English or Welsh 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 or Welsh.

Demand on EMAU has generally grown year-on-year against a backdrop of reducing funding. PLASC (Pupil Level Annual School Census) January 2018 identified 12.1% (4290 learners) of the Swansea school population as having EAL with over 140 languages and dialects spoken. This is a slight increase (0.3%) on 2017 PLASC. 14.8% of the Swansea school population are from a minority ethnic background. Referral numbers remain high with 491 new referrals in 2016/17 academic year. There have been 393 referrals to date this academic year.

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.

Post-consultation Update

It was proposed to reduce the central team of specialist teachers and bilingual teaching assistants to a small advisory service with remaining funding being devolved to schools on a formula basis. The proposed model of service delivery was designed to improve the capacity of all schools in the local authority to independently meet the needs of minority ethnic learners especially those with English as an additional language (EAL). The devolving of funding would allow schools more flexibility to establish their own provision and build the capacity of their staff team.

Following the formal consultation process between March 2018 and May 2018 there was significant opposition to the proposed model. Three further options have now been suggested:

1. Retain the central service until 31 March 2019, devolving any savings to all schools
2. Reduce the central service with some Bilingual Teaching Assistant (BTA) support for new arrivals and schools with low numbers of minority ethnic learners. The remaining funds would be devolved to schools with larger numbers of EAL learners using a formula based on EAL learner numbers.
3. Devolve nearly all funding to all schools by formula retaining only one school improvement performance specialist with responsibility for monitoring minority ethnic achievement and providing capacity building support

The recommended option to Corporate Briefing and Cabinet is option 2.

(c) The initial proposal for consultation was initially screened for relevance to Equality and Diversity in February 2018. The recommended option 2 is the subject of this amended EIA.

(d) It was found to be relevant to...

Children/young people (0-18).....	<input checked="" type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Older people (50+).....	<input checked="" type="checkbox"/>	Gender reassignment.....	<input type="checkbox"/>
Any other age group	<input checked="" type="checkbox"/>	Welsh language.....	<input checked="" type="checkbox"/>
Disability.....	<input checked="" type="checkbox"/>	Poverty/social exclusion	<input checked="" type="checkbox"/>
Race (including refugees).....	<input checked="" type="checkbox"/>	Carers (including young carers).....	<input checked="" type="checkbox"/>
Asylum seekers.....	<input checked="" type="checkbox"/>	Community cohesion	<input checked="" type="checkbox"/>
Gypsies & Travellers.....	<input checked="" type="checkbox"/>	Marriage & civil partnership	<input type="checkbox"/>
Religion or (non-)belief.....	<input checked="" type="checkbox"/>	Pregnancy and maternity.....	<input type="checkbox"/>
Sex.....	<input checked="" type="checkbox"/>		

(e) Lead Officer

Name: Pam Cole

Job title: Head of EMAU

Date: 06 March 2018

(f) Approved by Head of Service

Name: Mark Sheridan

Date: 06 March 2018

Amended on 25 June 2018 following the formal consultation

Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

What are the aims?

Section 1 - Aims:

The overall aim of the change to service delivery was to encourage all schools to audit provision for minority ethnic and more specifically EAL learners and put an action plan in place. Access to support from the central advisory team would be more equitable across schools as opposed to being linked to numbers of referred EAL learners and the languages they speak. The proposed model increased the independence of schools to develop their own provision through devolved funding. The aim of the proposed future delivery model was to maintain achievement and inclusive practices for minority ethnic learners.

The recommended model following consultation will also aim to provide advice/guidance and time limited support for new arrivals in schools with lower numbers of EAL learners who do not have devolved funding. There would also be provision of interpreting and translating services for these schools.

As per the original proposal the recommended model of service delivery would still aim to:

- Focus on school improvement and capacity building
- Monitor and evaluate attainment of EAL and minority ethnic learners at local authority level
- Promote school-to-school support and sharing of best practice within the current school improvement mechanisms
- Continue to improve the knowledge and skills of the school-based workforce to support minority ethnic learner achievement
- Continue to support schools to embrace diversity, pro-actively include minority ethnic learners and engage with their families

Transformation of service delivery is needed due to:

- **Continuous and on-going reductions in funding which has made the central service provision in the current format unsustainable**

In financial year 2009-2010 at its peak, combined grant and council core funding amounted to just over £2m. Since this point, there have generally been year-on-year reductions. The Welsh Government have changed funding mechanisms for financial year 2018-2019 with the indicative amount of £1.2m now confirmed. This equates to reductions of around 40% over the last nine years, with over 30% of the cuts having been in the last six years. Furthermore, there is lack of clarity about any future funding arrangements. The Welsh Government has indicated 'transitional funding' for 2019 – 2020 for all local authorities in Wales. It is undecided how this funding will be distributed but it is likely that funding for Swansea will reduce. . Potentially Welsh Government funding from 2020 onwards will cease.

- **Increasing numbers of minority ethnic/EAL learners and diversifying demand**

Demand on EMAU's services has generally grown year-on-year. The total numbers of minority ethnic learners in receipt of specialist EMAU support doubled from 1600 in the school year 2005/2006 to 3200 in 2015/2016. Termination criteria have now been introduced in an attempt to make supported pupil numbers more manageable. However, pupil numbers and referrals still remain high against the backdrop of significant reductions in staffing. Pupil Level Annual School Census (PLASC) percentages indicate year-on-year increases of around 0.8% in the numbers of minority ethnic and EAL learners. The increase from 2013 to 2017 amounts to 3.3. % for minority ethnic learners and 3.2% for EAL learners.

- **Mismatch between demand for current service provision and central resource**

There have been reductions in funding and loss of staff year-on-year for a number of years and this is highly likely to continue. At its peak, the service employed 85 staff. As of 1 September 2017, this number reduced to 43 (including 3 staff employed via the Vulnerable Persons Resettlement Programme (VPRS). As of 1 July 2018, this number has further reduced to 36 in total as seven staff have taken VR via the enhanced redundancy package or resigned.

There is now a significant mismatch between bilingual support need and provision and inequity on a number of levels. EMAU are supporting ten home languages. Criteria for allocating bilingual support to pupils now varies considerably across languages. In addition, new referrals in 2016-17 spoke over 50 languages and PLASC (January 2018) identified over 140 languages spoken amongst pupils over and above English and/or Welsh. Therefore, only early stage English learners in some languages get support and the amount of support varies depending upon the language. Provision of the current level of interpreting and translating services is also under increased strain with difficulty in meeting demand at peak times.

Over the last three years there has been around a 40% reduction in specialist teacher time allocated out to schools. This has led to significant workload issues with increased numbers of schools per teacher and escalating teacher to pupil ratios. Since September 2016, measures have been implemented to try to mitigate against these issues. Allocations to schools have been eroded over time with at least 30 schools having specialist teacher allocations of half a day or less per week resulting in 'blocking' of support rather than weekly support. Therefore, from a pupil point of view there is inequity of access to any specialist teacher support. This situation will be further exacerbated in September 2018 due to numbers of specialist teachers that have taken VR.

Currently, the work of specialist teachers straddles two support models – direct pupil support and building capacity within the schools to take on more responsibility as EMAU staffing resource reduces. There is ongoing tension between the need to drive forward the sustainable capacity building agenda and the operation of direct learner support. Allocation of specialist teacher support to schools and a number of practices and procedures hinge around pupil numbers not around evaluating schools' provision for ethnic minority/EAL learners. The two models are now incongruous.

- **Welsh Government Proposals**

The Welsh Government has recently indicated its view that services for learners with EAL and minority ethnic learners should move to more sustainable models of service delivery and has indicated transitional funds for this transformation. The recommended option suggests a model of service delivery and levels of staffing that could sustainably support minority ethnic achievement over the medium term.

- **What outcomes do we hope to achieve?**

1. Ensure capacity continues to be built across all schools to support minority ethnic learners, particularly EAL learners, to achieve to their potential via: auditing provision; developing action plans; facilitating EAL co-ordinator networks; delivering a menu of support and training; sharing guidance documents and resources
2. Maintain the progress and achievements of minority ethnic and EAL learners
3. Shift the focus of local authority support to one of school improvement rather than pupil support
4. Embed school-to-school support and sharing of best practice with regard to minority ethnic/EAL learners
5. Support schools to continue to embrace diversity, pro-actively include minority ethnic learners and engage with their parents/carers by ensuring access to interpreting and translating services

6. Ensure an equitable distribution of service and resources
7. Create sustainability in schools, the LA and region to support minority ethnic learners.

• **How will we ensure that it works as intended?**

We will:

1. Ensure overall outcomes for minority ethnic and EAL learners are at least maintained through continuing to monitor data at local authority level. If there are any dips in overall attainment for minority ethnic and/or EAL learners more in-depth analysis will need to be undertaken. Any identified underperformance in specific schools will need challenge through the current school improvement processes with support packages put in place where necessary. If any particular groups are identified as underperforming then specific strategies to raise attainment may need to be put in place across schools.
2. Monitor progress against action plans where audits on minority ethnic and EAL provision have been undertaken. Use the outcome of any such audits as a mechanism for identification of best practice and further improvement.
3. Evaluate the effectiveness of guidance documents and resources, amending and adding where appropriate.
4. Evaluate the menu of support and central training courses to ensure appropriateness and quality, adapt where necessary.
5. Ensure best practices for minority ethnic achievement/EAL learners are identified and shared via the current school improvement mechanisms
6. Monitor attendance at EAL co-ordinator networks
7. Monitor and moderate the annual EAL Needs Survey completed by all schools for PLASC
8. Monitor spending of devolved funding in schools to ensure appropriate usage and impact on learners
9. Ensure the views of learners continue to be heard through existing mechanisms such as the pupil voice forum

Who has responsibility?

- Director of People
- Chief Education Officer
- Head of Vulnerable Learners
- Head of EMAU

The initiative is being developed by the Head of EMAU and Head of Vulnerable Learner Service.

Who are the stakeholders?

- Pupils (aged 3 -19 years) from minority ethnic backgrounds including those from settled local minority ethnic communities, asylum seekers, refugees, Roma gypsies and economic migrants from within and outside of the EU, the children of overseas students
- Parents/carers from minority ethnic backgrounds in particular those who do not speak English or Welsh
- Schools and governing bodies
- Other education professionals e.g. education welfare officers, education psychologists etc.
- People Directorate
- Cabinet and all Councillors
- Welsh Government
- Press and media
- Third sector organisations – e.g. EYST, Welsh Refugee Council, City of Sanctuary, British Red Cross
- The Big Word telephone interpreting service

- Welsh Interpretation and Translating Service (WITS)
- Supply agencies – e.g. New Directions
- Swansea University and other HE/FE establishments

Section 2 - Information about Service Users (See guidance):

Please tick which areas you have information on, in terms of service users:

- | | | | |
|-----------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Children/young people (0-18)..... | <input checked="" type="checkbox"/> | Sexual orientation..... | <input type="checkbox"/> |
| Older people (50+)..... | <input type="checkbox"/> | Gender reassignment..... | <input type="checkbox"/> |
| Any other age group | <input type="checkbox"/> | Welsh language..... | <input checked="" type="checkbox"/> |
| Disability..... | <input checked="" type="checkbox"/> | Poverty/social exclusion | <input type="checkbox"/> |
| Race (including refugees)..... | <input checked="" type="checkbox"/> | Carers (including young carers)..... | <input type="checkbox"/> |
| Asylum seekers..... | <input checked="" type="checkbox"/> | Community cohesion..... | <input type="checkbox"/> |
| Gypsies & Travellers..... | <input checked="" type="checkbox"/> | Marriage & civil partnership..... | <input type="checkbox"/> |
| Religion or (non-)belief..... | <input type="checkbox"/> | Pregnancy and maternity..... | <input type="checkbox"/> |
| Sex..... | <input checked="" type="checkbox"/> | | |

Please provide a snapshot of the information you hold in relation to the protected groups above:

From the Pupil Level Annual School Census (PLASC) January 2018-

Based on the whole school population (3-19 years):

Pupils from minority ethnic background: **5,411 (14.8%** of pupil population)
(EAL learners: **4,290 (12.1%** of pupil population)

From January 2018 PLASC-

Pupils from minority ethnic backgrounds who have a statement of special educational need (SEN): **184 (0.51%** of pupil population)

Pupils from minority ethnic backgrounds attending Welsh Medium schools: **121 (0.33%** of pupil population)

Pupils from minority ethnic backgrounds who are also Looked After Children (LAC): **26 (0.07%** of pupil population)

18.03% (962) of all minority ethnic learners were claiming free school meals

EMAU Service Users:-

- **69** local schools are supported by EMAU specialist teaching staff (May 2018). See below:-

Primary Schools	Secondary Schools
57	12

- **Around 2,305** minority ethnic pupils, aged 3-16 years, being supported by EMAU specialist teaching staff and bilingual teaching assistants (May 2018). This includes pupils targeted for support (around 1,475) and those monitored (around 830) in conjunction with schools. (Numbers fluctuate daily due to new referrals and leavers).
- In February 2018 of the supported pupils, **54.5%** of the pupils are male and **45.5%** are female (February 2018)
- **289** pupils are in receipt of bilingual support to access the curriculum (May 2018)
- Over **140** different languages and dialects other than English and/or Welsh are spoken amongst pupils from minority ethnic backgrounds and their parents/carers (PLASC January 2018). The **10** most widely spoken languages other than English/Welsh are: Sylheti/Bengali, Arabic, Polish, Chinese (all dialects), Malayalam, Tagalog/Filipino, Urdu, Romanian, Turkish and Kurdish (all dialects)
- Pupils from all **6** main ethnic background categories attend Swansea schools (White, Mixed, Asian or Asian British, Black or Black British, Chinese or Chinese British, Any Other Ethnic Background)
- **418** formal requests for interpreting/translating were received by EMAU between September 2016 and July 2017. Of these requests **158** were for multiple families. **51** schools requested interpreting and translating services.

Information gathered on service users and held by EMAU includes:-

- **Personal information** (e.g. name, gender, d.o.b., country of origin, ethnic group, home/first language.)
- **Educational information** (e.g. School(s) attended, year group, stage of learning English as an additional language (EAL), attainment within the National Curriculum, any special educational needs, dietary requirements, attendance at community schools, etc.).

How Information is obtained/collected by EMAU via:-

- Interviews with parents/carers/pupils
- Access to the Local Authority's ONE pupil data base
- An annual needs survey undertaken across all schools in Swansea for the Pupil Level Annual School Census (PLASC)

The information gathered by EMAU on service users tells us that:-

- There are increasing numbers of pupils from minority ethnic backgrounds and those with EAL in schools across the local authority area.
- Whereas the majority of pupils from minority ethnic backgrounds attend English medium schools some attend Welsh medium schools.
- Pupil referral rates to EMAU remain high despite schools being requested to be more discerning about whom they refer. See below:-

	2012/13	2013/14	2014/15	2015/16	2016/17	2017-18 to date (June 2018)
No of pupil Referrals	575	588	728	555	492	393

- The number of languages spoken at home by pupils is widening.
- There is a high need for interpreting/translating services for school staff, pupils, parents/carers and other education professionals.
- Pupils from minority ethnic backgrounds in Swansea schools achieve well.
- Level of proficiency in EAL is the most significant factor impacting on the achievement of pupils from minority ethnic backgrounds.
- It can take up to ten years for pupils learning EAL to develop fluency, including literacy in English
- Pupils from minority ethnic backgrounds are a mobile and transient group.
- There are increasing numbers of pupils entering Swansea schools from Romanian and Kurdish backgrounds. Some Romanian pupils are actually from Roma backgrounds although they may not identify as such.
- Asylum seeker and refugee families continue to be housed in Swansea, including those from specific schemes such as the Vulnerable Persons Resettlement Scheme (VPRS). It is estimated that 154 asylum seeker pupils of statutory schools age are in Swansea schools (May 2018)

Any actions required, e.g. to fill information gaps?

-

Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics.

Learners and their families:

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

EMAU Staff:

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The impact of redundancy could have negative impacts on staff and their families due to loss of income and anxiety and stress. There should be potential for alternative employment through devolving of funding to schools with larger EAL numbers although this may be limited if schools chose to protect their own staff. In the recommended option, there are more continued employment opportunities in the central team than originally proposed.

Schools:

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Thinking about your answers above, please explain in detail why this is the case.

The recommended option should give schools with larger numbers of EAL learners enough funding and hence flexibility to establish their own provision. Retaining a small central service will allow access to some support/advice/guidance and interpreting and translating services for those schools with smaller numbers for whom any devolved funding would be inadequate. The focus of the central service will be more on capacity building than on-going pupil support. All schools can have access to services, such as the central training programme that build capacity. Therefore there are likely to be the following impacts:

Neutral

- The achievement of minority ethnic learners and valuing of diversity is the responsibility of individual schools so levels of attainment and inclusion should be maintained.
Many respondents suggested that there would be a negative impact on attainment, however, the evidence base from local authority benchmarking, Welsh and UK Government data and research concludes that levels or models of support do not significantly impact learner attainment. The evidence base for the impact on all learners also shows that in fact high numbers of EAL learners can have a positive impact on the attainment of all learners.
- Schools with larger numbers of EAL learners will have the independence and flexibility to establish their own provision via employing their own specialist staff specific to the school's need.
- Schools with smaller EAL numbers will retain access to support from the central service
- All schools will have access to training around minority ethnic achievement/EAL learners.
- There should be a fairer distribution of resources.
- Schools will be encouraged to share best practice with regard to minority ethnic achievement.

It is important to note that schools are subject to the public sector equality regulation for Wales. The central team will be monitoring all aspects of the delivery of this service to ensure that children and young people from minority ethnic backgrounds continue to achieve.

EMAU Staff

Neutral/Needs Further Investigation

Funding for schools will be devolved. Therefore, it will need to be used for the purposes of supporting EAL learners/minority ethnic achievement.
Schools with larger numbers of EAL learners could employ existing EMAU bilingual teaching assistants, particularly from the main language groups, for themselves thereby diversifying the school-based workforce. In addition, schools could employ EMAU specialist teachers. There are also opportunities for some EMAU staff to retain posts within the recommended model.
Potentially, there could be more opportunities for EMAU BTAs than specialist teachers as the head teachers that responded felt that BTAs were better value for money. Whilst schools can be encouraged to employ EMAU staff with their devolved funding, there is no obligation for them to do so. Therefore the outcome is to some extent unpredictable and will potentially need further investigation

Section 4 - Engagement:

Please consider all of your engagement activities here, e.g. participation, consultation, involvement, co-productive approaches, etc.

What engagement has been undertaken to support your view? How did you ensure this was accessible to all?

The formal stakeholder consultation process commenced on 28 March 2018 and concluded on 11 May 2018. Translated consultation documents were provided in 11 languages with the greatest interpreting and translating need. Details of the consultation were included weekly in the Swansea Education Newsletter, which is sent to all schools, and letters were provided in a number of languages for schools to share with parents. Information was sent to individuals and organisations with links to minority ethnic communities.

Two face-to-face drop-in meetings were organised for parents/carers with interpreters made available. These were in Bishop Gore School on 23 April 2018 and in Bishop Vaughan School on 8 May 2018.

The proposals were presented and discussed at the Pupil Voice Forum on 9 May 2018 where pupils and the school staff accompanying them were able to participate by taking part in various activities whilst the teachers had a session with senior officers. In addition, the proposals were presented in the cross-phase headteachers' meeting on 10 May 2018.

A separate EMAU staff and Trade Union consultation ran concurrently to the wider stakeholder consultation. The staff consultation commenced on 16 April 2018 and ended on 16 May 2018, in line with the legal requirement of a 30-day consultation.

There were a large number of respondents to the consultations. In total, the views of 664 respondents were represented in the wider stakeholder consultation, with 298 comments recorded. Respondents included pupils, parents/carers, school staff, head teachers and other stakeholders. Respondents were from a range of ethnic backgrounds and a number of responses were received in language other than English or Welsh.

24 responses in total were received in the EMAU staff and trade union consultation representing 55 views.

What did your engagement activities tell you? What feedback have you received?

The majority of stakeholders did not agree with the proposed model. There are a number of themes that have emerged following our consultation with all the different stakeholders. These are listed below:

Key Themes
1. The support is invaluable/the service should stay as it is and should not be cut/support is specialist
2. There will be a negative impact on the progression/attainment/achievement of EAL learners
3. There will be increased workload for class teachers/school staff
4. BTA support is particularly valued for beginners in English/new arrivals/home school links
5. There is a significant need for interpreting and translating services
6. There will be an impact on the achievements/attainment of all pupils
7. Equality of access to the curriculum will be impacted upon for EAL learners
8. There will be a negative impact on the inclusion of learners and families/wellbeing of EAL learners
9. Devolving of funding should be based on numbers of EAL learners

10. Schools and school staff are not ready to take this on – 3 central staff will not be enough

How have you changed your initiative as a result?

Taking into account the main themes that emerged from the consultation, and alternative models put forward a number of points were considered and factored in to the Cabinet Report and specifically the recommended option :

The recommended option now reads as follows:

Reduced central service with some BTA support for new arrivals and schools with low numbers of minority ethnic learners. Devolve remaining funds to schools with larger numbers of EAL learners using a formula based on learner numbers and English language acquisition.

This will ensure that schools with large numbers of EAL learners have the autonomy to tailor the support required for their learners. Schools with small numbers of EAL learners will receive support from the central team.

The points below detail the key considerations taken into account from the consultation and how the recommendation seeks to address these:

- The original model that was proposed needs to be amended with a range of options considered to reflect the differing views evidenced in the consultation. - *Three options have been included in the Cabinet Report ranging from keeping the central service to having only one performance specialist. The recommended option is deemed to most widely cover other considerations as detailed below and is the most sustainable*
- Minority ethnic and EAL learner attainment needs to continue to be monitored at local authority level to ensure there is no future detrimental impact. – *This was factored into the original proposal and will be upheld in any option decided upon moving forward. Data at local authority level will continued to be monitored to ensure there is no detrimental impact of changes to provision and challenge, support and strategies put in place if necessary.*
- Access to bilingual support for learners needs to be factored in. - *The recommended option ensures that schools with larger numbers have greater amounts of devolved funding to employ their own bilingual staff. Retention of a small BTA team centrally will allow access to bilingual support for those schools with smaller numbers of EAL learners who would not have had enough devolved funding to employ staff. However, sustainability and equity of access to bilingual support that is already an issue means there is a need to develop a wider range of strategies to build capacity within the system such as, the use of volunteers/parents and implementing the Young Interpreter Scheme.*
- Interpreting and translating services for parents/carers needs to be available. - *Schools with devolved funding have increased amounts of money in the recommended option as compared to the model originally proposed. These schools can employ bilingual staff who can also provide interpreting and translating services or can access services directly through WITS. Schools with no devolved funding and support from the central service can access interpreting and translating services from centrally employed staff or WITS. Schools with devolved funding could also access interpreting and translating services from the central team and could be recharged accordingly. Wider strategies for communicating with parents/carers need to also be built up such as more linkage with communities themselves. Work needs to be done*

with the Welsh Interpretation and Translation Service (WITS) to build the number of more locally based interpreters in order to make these services more cost-effective.

- Capacity does need to continue to be built. - *The recommended option ensures that there is universal entitlement to centrally run courses, guidance documents, EAL co-ordinator networks with scope for best practice to be shared within the current school improvement mechanisms. Schools with smaller numbers of EAL learners (and potentially less experience) can still have access to more bespoke advice and guidance for individual learners via the central service or can be supported by more experienced schools.*
- The formula for devolving any funds to schools needs to be altered to be based on EAL learners not on minority ethnic learners and to be based on numbers not on a points formula linked to EAL stage and key stage. - *The formula for devolving funding has been changed and now takes account of EAL learner numbers only, that is one point per pupil irrespective of key stage.*
- Any devolving of funding to schools needs to try to ensure that adequate monies are made available to schools with larger numbers of EAL learners in order that they have the potential to employ current EMAU and other staff. This could reduce the number of potential redundancies, retain the specialism and ensure there are minority ethnic role models in schools. - *In the recommended option, only schools with larger numbers of EAL learners have devolved funding. Therefore, the funding is not so greatly dissipated.*

Although many respondents suggested that there would be a negative impact on attainment there was no evidence presented that this was the case. On the contrary, the evidence base from local authority benchmarking, Welsh and UK Government data and research concludes that levels of support do not significantly impact learner attainment. The evidence base for the impact on all learners also shows that in fact high numbers of EAL learners can have a positive impact on the attainment of all learners.

The same evidence as well as the proportion of time offered in schools under the current model suggests that there is little evidence that there would be a significant increase in the workload of teachers or impact on the inclusion of minority ethnic learners. Both these issues would also be mitigated by devolving funds to schools with high numbers of EAL learners.

Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.):

- Provide feedback to stakeholders

Section 5 – Other impacts:

Please consider how the initiative might address the following issues - see the specific Section 5 Guidance

Foster good relations between different groups	Advance equality of opportunity between different groups
Elimination of discrimination, harassment and victimisation	Reduction of social exclusion and poverty

Please explain any possible impact on each of the above.

The proposal would give schools the ability to address the above, as they will have autonomy to further develop work in these areas.

Devolving funding to schools should advance equality of opportunity and eliminate unfairness with regard to providing individual support for pupils/families across different language groups within schools.

It is important to note that schools are subject to the public sector equality regulation for Wales. The central team will be monitoring all aspects of the delivery of this service to ensure that children and young people continue to achieve.

What work have you already done to improve any of the above?

The current service provision by EMAU works to improve the above.

Is the initiative likely to impact on Community Cohesion? Please provide details.

- Promoting awareness of linguistic, cultural and religious diversity via training for school staff
- Fostering good relationships between different groups e.g. by promoting inclusion in schools
- Ensuring that policies, procedures and practices take account of diversity at school level and create a sense of belonging whilst eliminating discrimination and unfairness

How does the initiative support Welsh speakers and encourage use of Welsh?

The majority of minority ethnic and EAL learners are in English medium schools. Under the proposed model, Welsh medium schools would have equality of access to specialist support and training.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 6 - United Nations Convention on the Rights of the Child (UNCRC):

Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children's rights and their best interests. Please read the UNCRC guidance before completing this section.

Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)? If not, please briefly explain your answer here and proceed to Section 7.

Yes, this proposal aims to improve the capacity of all schools in the local authority to independently meet the needs of minority ethnic learners especially those with English as an additional language (EAL). The devolving of funding to schools with larger numbers of EAL learners will allow those schools more flexibility to establish their own provision and build the capacity of their staff team to ensure that minority ethnic learners continue to be included in schools and their local communities and are able to achieve their potential. Therefore, these options have a direct impact on children and young people

All initiatives must be designed / planned in the best interests of children and

young people.

Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Please explain how you meet this requirement:

The proposal will directly affect minority ethnic learners so that future arrangements will aim to ensure that these children and young people achieve the best possible outcomes.

The proposal relates to the following articles:

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 - Respect for the views of the child

Article 18 - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29 - Education should develop each child's personality and talents to the full.

Article 30 - Children have a right to learn and use the language and customs of their families.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 7 - Monitoring arrangements:

Please explain the monitoring arrangements for this initiative:

Monitoring arrangements:

The central service will take a school improvement role to build school capacity. As part of that role, they will monitor minority ethnic learner attainment against expected end of key stage outcomes. In addition, processes will be in place to moderate the accuracy of the annual EAL individual pupil assessments for PLASC.

Actions:

Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

Outcome 1: Continue the initiative – no concern

Outcome 2: Adjust the initiative – low level of concern

Outcome 3: Justify the initiative – moderate level of concern

Outcome 4: Stop and refer the initiative – high level of concern.

For outcome 3, please provide the justification below:

For outcome 4, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

N/A

Section 9 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send this EIA report and action plan to the Access to Services Team for feedback and approval – accesstoservices@swansea.gov.uk
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council's website - this is a legal requirement.

EIA Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Source additional data (as per actions) and update PLASC 2017 data to that of PLASC 2018	Mark Sheridan, Head of Vulnerable Learner Service	29 March 2018 – assuming PLASC 2018 analysis is available - otherwise as soon as possible thereafter.	Data sourced and added to EIA document	Completed
If approved by Cabinet, monitor the delivery of the new model	Mark Sheridan, Head of Vulnerable Learner Service	Ongoing	Schools' supported to provide support to this group of learners	
Update EIA following the outcome of the consultation	Mark Sheridan, Head of Vulnerable Learner Service	21 June 2018	EIA updated and approved	Completed 21 June 2018
Update EIA if Cabinet approve a different option	Mark Sheridan, Head of Vulnerable Learner Service	July 2018	Cabinet approval	
If implemented, monitor impact on learners eligible for Free School Meals	Mark Sheridan, Head of Vulnerable Learner Service	Annually	Mitigation/actions if required	

* Please remember to be 'SMART' when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).