

## Section 4 Integrated Impact Assessment

### Summary Report Template

Each of the numbered sections below must be completed

|                |   |              |  |
|----------------|---|--------------|--|
| Interim report | x | Final report |  |
|----------------|---|--------------|--|

(Tick as appropriate)

#### 1. 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 change 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 (eg. 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.

## **2. 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 school work, 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

### 5. 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 | <a href="mailto:Kirsty.Spence@ea.edin.sch.uk">Kirsty.Spence@ea.edin.sch.uk</a>         |
| Annemarie Procter | ASL DHT                |                         | <a href="mailto:Annemarie.Procter@ea.edin.sch.uk">Annemarie.Procter@ea.edin.sch.uk</a> |
| Tessa Humby       | ASL SL                 |                         | <a href="mailto:Tessa.Humby@ea.edin.sch.uk">Tessa.Humby@ea.edin.sch.uk</a>             |
| Sean Bell         | C&F ASN Senior Manager |                         | <a href="mailto:Sean.Bell@edinburgh.gov.uk">Sean.Bell@edinburgh.gov.uk</a>             |

### 6. 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.*</p> <p>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>  |

| Evidence                     | Available? | Comments: what does the evidence tell you?  |
|------------------------------|------------|---|
|                              |            | <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> <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        | 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   |

| Evidence | Available? | Comments: what does the evidence tell you?   |
|----------|------------|--|
|          |            | <p>(Edinburgh) and national (Scottish) context.</p> <p><b>Research Summary</b><br/> <b>Pedagogical Approaches</b><br/> 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 Challenge for schools with high proportions of EAL learners. It is being used successfully in schools, including <a href="https://www.hamsteadhall.com/Professional-Learning/">https://www.hamsteadhall.com/Professional-Learning/</a>.</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."<br/> <b>Anderson et al. 2016 Policy, Pedagogy and pupil Perceptions: EAL in Scotland and England CERES/The Bell Foundation.</b></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><b>Professional Learning</b><br/> 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."<br/> <b>Anderson et al. 2016 Policy, Pedagogy and pupil Perceptions: EAL in Scotland and England CERES/The Bell Foundation.</b></p> |

| Evidence                                     | Available? | Comments: what does the evidence tell you?  |
|--|------------|---|
|  |            | <p>Ongoing professional learning through collaboration and co-production is a key element of the Edinburgh Language and Literacy Collaborations.</p> <p><b>Whole-school approaches to inclusion and achievement for EAL and BME learners</b><br/> 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> 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><b>Development and evaluation of the Edinburgh Language and Literacy Collaboration model</b><br/> 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>  |

| Evidence  | Available? | Comments: what does the evidence tell you?  |
|---|------------|---|
|   |            | <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>   |
| <p>Evidence of inclusive engagement of service users and involvement findings</p> | <p>Yes</p> | <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> <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>   |
| <p>Evidence of unmet need</p>   | <p>Yes</p> | <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</p> |

| Evidence                     | Available? | Comments: what does the evidence tell you?  |
|------------------------------|------------|---|
|                              |            | <p>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"> <li>• EAL Framework for Inclusive Practice, aligned to HGIOS?4</li> <li>• Enrolment and Induction guidelines</li> <li>• Placement and setting guidelines</li> <li>• Use of first language guidelines</li> <li>• Teacher self-evaluation document</li> </ul> <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.</p>   |

| Evidence                     | Available? | Comments: what does the evidence tell you?  |
|------------------------------|------------|---|
|                              |            | 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. |
| Other (please specify)       |            |   |
| Additional evidence required | Yes        | Further evidence of engagement of service users, especially pupils and parents.   |

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

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

|  |  |
|--|--|
| <p><b>Negative</b></p> <p>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>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> |
|--|--|

|   |   |
|---|---|
| <p><b>Environment and Sustainability</b></p> <p><b>Positive</b></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>A focused central specialist team creates opportunities for distributed leadership which supports succession planning. (Sustainability)</p> <p>This proposal is being considered as part of the ASL Project Board to ensure risk factors around sustainability can be addressed.</p> <p><b>Negative</b></p> <p>There is no negative environmental impact.</p> <p>EAL staff may not want to be part of this new model and may consider moving to other roles or jobs.</p> <p>Maintaining high-quality provision will require robust recruitment, induction and professional development processes.</p> | <p><b>Affected populations</b></p> <p>Schools and EAL staff</p> <p>Schools and ASL Service staff</p> <p>EAL staff</p> <p>EAL/ASL Service management, HR</p> |
|---|---|

| <b>Economic</b>   | <b>Affected populations</b>   |
|---|---|
| <p><b>Positive</b></p> <p>Capacity-building of school staff to better meet the needs of their EAL learners could result in less EAL staff being needed to deliver this model. The budget saving could be realigned to need.</p> | <p>Schools and EY establishments<br/>Learners with additional support needs, including EAL learners</p> |
| <p><b>Negative</b></p> <p>EAL staff health and wellbeing may be adversely affected by these changes leading to staff absence.</p>   | <p>EAL staff, service delivery</p>  |

**8. Is any part of this policy/ service to be carried out wholly or partly by contractors and how will equality, human rights including children’s rights , environmental and sustainability issues be addressed?**

Not applicable

**9. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.**

- During Language and Literacy Collaborations, continue to seek pupil views on types of support. May include: simple questionnaires; pupil focus groups with appropriate support for pupils; Pupil Council.
- Translation of parent leaflet into main community languages. May also include: parent focus groups in schools taking part in Language and Literacy Collaborations; information sharing with Parent Councils.
- Continue to seek views of pupils and parents accessing targeted provisions.
- Ensure all of the above are supported for those who require support for communication.

**10. 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, an SEA should be completed, and the impacts identified in the IIA should be included in this.**

Not applicable

**11. 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.

## 12. 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.

**13. 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<br><a href="mailto:Annemarie.Procter@ea.edin.sch.uk">Annemarie.Procter@ea.edin.sch.uk</a> | 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<br><a href="mailto:Tessa.Humby@ea.edin.sch.uk">Tessa.Humby@ea.edin.sch.uk</a>                   | February 2020                             | May 2020       |
| Strengthen consultation with pupils by seeking their views on their learning experiences.  | Kirsty Spence<br><a href="mailto:Kirsty.Spence@ea.edin.sch.uk">Kirsty.Spence@ea.edin.sch.uk</a>             | March 2020                                | September 2020 |
| Effective regular communication with schools on the plans, timescales and impact of these changes.                                     |   | August 2019<br>October 2019<br>March 2020 | October 2020   |
| Communicate and consult with parents/carers on the plans and timescales of these changes.  |   | January 2020<br>May 2020                  | September 2020 |
| Consult with wider stakeholders on the plans to inform next steps.   |   | December 2019<br>March 2020               | August 2021    |

**14. 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

**15. Sign off by Head of Service/ Project Lead**

**Name** Bernadette Oxley, Head of Children's Services

**Date** 25 October 2019

**16. Publication**

Send completed IIA for publication on the relevant website for your organisation. [See Section 5](#) for contacts

## **Section 5      Contacts**

- **East Lothian Council**

Please send a completed copy of the IIA to [equalities@eastlothian.gov.uk](mailto:equalities@eastlothian.gov.uk) and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via [http://www.eastlothian.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/835/equality\\_and\\_diversity](http://www.eastlothian.gov.uk/info/751/equality_diversity_and_citizenship/835/equality_and_diversity)

- **Midlothian Council**

Please send a completed copy of the IIA to [zoe.graham@midlothian.gov.uk](mailto:zoe.graham@midlothian.gov.uk) and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via [http://www.midlothian.gov.uk/downloads/751/equality\\_and\\_diversity](http://www.midlothian.gov.uk/downloads/751/equality_and_diversity)

- **NHS Lothian**

Completed IIAs should be forwarded to [impactassessments@nhslothian.scot.nhs.uk](mailto:impactassessments@nhslothian.scot.nhs.uk) to be published on the NHS Lothian website and available for auditing purposes. Copies of previous impact assessments are available on the NHS Lothian website under Equality and Diversity.

- **The City of Edinburgh Council**

Completed impact assessments should be forwarded to [Strategyandbusinessplanning@edinburgh.gov.uk](mailto:Strategyandbusinessplanning@edinburgh.gov.uk) to be published on the Council website.

- **City of Edinburgh Health and Social Care**

Completed and signed IIAs should be sent to Sarah Bryson at [sarah.bryson@edinburgh.gov.uk](mailto:sarah.bryson@edinburgh.gov.uk)

- **Edinburgh Integration Joint Board**

Completed and signed IIAs should be sent to Sarah Bryson at [sarah.bryson@edinburgh.gov.uk](mailto:sarah.bryson@edinburgh.gov.uk)

- **West Lothian Council**

Complete impact assessments should be forwarded to the Equalities Officer.