

# **CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE**

## **Agenda Item 31**

Brighton & Hove City Council

**Subject:** Support for pupils with English as an Additional Language ( EAL)

**Date of Meeting:** 19 November, 2008

**Report of:** Director of Children's Services

**Contact Officer:** Name: Cathy Lyth, Head of EMAS - Ethnic  
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**Wards Affected:** All

### **FOR GENERAL RELEASE/ EXEMPTIONS**

#### **1. SUMMARY AND POLICY CONTEXT:**

- 1.1 To update and inform Members of the support available to schools and settings for pupils and children from Black Minority Ethnic (BME) backgrounds for whom English is an Additional Language (EAL).

#### **2. RECOMMENDATIONS:**

- (1) That Members note the information contained in this report .

#### **3. BACKGROUND INFORMATION**

- 3.1 The service has been in existence in Brighton and Hove for over 25 years. In April 08 we changed our name from SEAL (Service for English as an Additional Language) to EMAS - Ethnic Minority Achievement Service. This emphasises our role in raising standards to 'narrowing the achievement gap' in ethnicity and attainment. We are no longer part of Learning Support Services and are now located within the Advisory Service.

- 3.2 The Department of Children Families and Schools ( DCSF) has a clear strategy for raising attainment of pupils with EAL / BME groups which is part of the National Strategies.

- 3.3 EMAS provides direct support for children with EAL and advice, training and guidance for schools on EAL and BME achievement. The EMAS team consists of specialist EAL teachers, Bilingual Assistants (speaking a total of 18 languages) and Home School Liaison officers speaking Arabic and Bengali, our two most widely spoken languages.
- 3.4 EMAS is a 'buy in service'. 100% primary schools buy EMAS in. One secondary school and 2 special schools 'opt out.' Support in schools is provided on a flexible pupil need basis, which allows EMAS to respond flexibly when pupils arrive unpredictably throughout the school year, as many of our pupils are highly mobile, or arrive mid-term.
- 3.5 We have a pre-school project working with settings across the city. We assess, monitor and provide mother tongue support for bilingual children in settings. We are active in supporting 'One o'clock Clubs' for bilingual pre-schoolers and their parents.
- 3.6 Pupil numbers continue to rise, with a total of 599 pupils in schools and 165 pre-schoolers supported this academic year. This reflects a general increase of pupils from BME backgrounds, increased numbers of pupils from Eastern Europe and increased numbers referred for Early Years support. Pupils are widely spread over many different schools across the city.
- 3.7 Demand for EMAS services remain high, and resources have reduced due to cessation of short term funding. Constant re-prioritising is necessary in order to ensure an effective and equitable service across schools and settings in the city.
- 3.8 All feedback to the LA and to EMAS from schools, Audit Commission and OFSTED has been consistently positive.
- 3.9 GCSE results - EMAS supported 33 Y 11 pupils who were new arrivals in KS3/ 4. All students achieved at least 1 GCSE A-G 7 pupils achieved 5 A-C grades including Maths and English, and 12 pupils achieved 5 A-C grades.
- 3.10 KS2 SATS - 65% EMAS pupils achieved level 4 or above in English SATS and 60% in Maths.

#### **4. CONSULTATION**

- 4.1 No consultation

## **5. FINANCIAL & OTHER IMPLICATIONS:**

### Financial Implications:

5.1 The net cost of the service £177k is funded from within the CYPT budget but still needs to be reviewed annually if 100% of schools do not buy back into the service to ensure that there are no additional costs to the council. The estimated costs of the buy back in 2008/09 are £368k.

*Finance Officer Consulted: Paul Brinkhurst Date: 21/10/2008*

### Legal Implications:

5.2 There are no legal implications arising directly from this report.

### Equalities Implications:

5.3 Support for children and families from Black and minority ethnic communities including 'hard to reach' communities to 'narrow the achievement gap.'

### Sustainability Implications:

5.4

None

### Crime & Disorder Implications:

5.5

None

### Risk and Opportunity Management Implications:

5.6

None

### Corporate / Citywide Implications:

5.7

This service helps the Council deliver its priority of reducing inequality by improving opportunity.

## **SUPPORTING DOCUMENTATION**

### **Appendices:**

1. EMAS annual report

### **Documents In Members' Rooms**

None.

### **Background Documents**

None

