

Race Equality and Minority Achievement (REMA)

**EAL & GRT Services
Maintained Schools
2020-2021**

Children, Families and Learning



SURREY
COUNTY COUNCIL

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This booklet provides details of the full range of REMA services and is accompanied by a separate price list. All schools with EAL pupils receive an annual allocation of funding within their school budget.

If you would like to purchase support please do so via the Surrey online portal Services for Schools <http://servicesforschools.surreycc.gov.uk>
If the support requested involves individual pupils, a REMA referral form needs to be submitted for each one. This can be downloaded from the Services for Schools website.

Once purchased, one form of support cannot normally be exchanged for another. However we are keen to support schools in meeting the needs of pupils. If there are mid-year arrivals, we would be open to a discussion about converting one or more teaching and school improvement days into another form of support, although this could incur an administration charge.

Contacts

If you would like to contact us about any of the service outlined in this booklet, please contact:

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Introduction to REMA

Surrey's Race Equality and Minority Achievement (REMA) team is an experienced, high-quality team with combined expertise in Gypsy, Roma, Traveller (GRT) and English as an Additional Language (EAL) work.

Services for EAL are provided on a traded basis. Core GRT services are offered to primary schools at no cost and other GRT services are provided on a traded basis.

What can REMA offer you?

- improved outcomes for ethnic minority pupils in line with school inspection expectations
- a full and value-for-money menu of training and other forms of support
- advice and liaison with other agencies to ensure the requirements of equalities legislation are met with regard to children and young people from minority communities
- identification, assessment and induction of vulnerable pupils
- advice and support with regard to refugee and asylum seeking children and young people
- support for pupil progress and to remove barriers to achievement, including: direct teaching support, in-class support in the pupil's first language, examination support, consultation and a range of other services. This includes Early Years.
- joint planning with staff
- a broad range of training and network opportunities to develop school and staff capacity going forward
- insight into cultural background of GRT community with advice and support on providing the right environment for these pupils
- engagement with parents by bridging the communication gap with EAL families and developing supportive relationships with parents in their first language
- help to build home-school links and relationships with GRT families
- training and support for parents to engage positively with school
- advice and support on the identification of the SEND needs of EAL and GRT pupils
- support to maintain the attendance, engagement and learning behaviours of EAL and GRT pupils

“The additional support enabled me to get a clearer understanding of the pupil's needs and gave the child support in his learning. Thank you.” Teacher

“The ability to use your service, improve our knowledge and pass on strategies to parents is invaluable.” Headteacher

EAL Teaching and School Improvement Support

REMA Specialist Teachers can offer a wide range of teaching and learning support to primary and secondary schools, including direct pupil support.

This support is available on a daily and half day basis and can be used for the types of support below

All other types of support need to be purchased separately.

Direct teaching support

- English language teaching of basic survival language needed in school to successfully access the curriculum (beginner)
- EAL teaching delivered in the context of the curriculum to develop pupils' language proficiency, improve access to the wider curriculum and raise achievement (post beginner)
- Support for homework

Consultation

- Surgery sessions with advice and guidance for staff on particular pupil issues
- One to one session with pupil or class observation (written record of consultation including action points)
- Parent/school liaison (written record of consultation including action points)
- Involvement in multi-agency interventions

Joint planning with school staff

- Support with planning for staff working with pupils to ensure improved progress and attainment as well as access to the curriculum through a range of strategies

Developing effective teaching strategies

- Observation by REMA teacher of school staff and feedback given
- Mentoring of school staff in order to further develop effective differentiation for EAL pupils

EAL audit: To improve practice and provision

EAL audit: To improve practice and provision

A visit from a REMA Specialist Teacher to support schools with their EAL monitoring and provision.

Examples of areas which can be discussed during the visit are:

- Using EAL data to set priorities
- Classroom planning and practice for EAL pupils
- Pupil induction
- School EAL Policy
- Parent engagement
- Creating an inclusive environment

Following the visit, schools will receive a written record of the audit discussions which will also include guidance and next steps

EAL Assessment

The purpose of a REMA EAL assessment is to provide information and strategies that will support the achievement of best outcomes for bilingual pupils. REMA assessment of pupils newly arrived to the UK will inform planning and provision for the acquisition and development of English language and support access to the curriculum.

Details of assessments:

Bilingual Pupil Assessment

- Meeting with pupil and parents
- REMA teacher, assisted by Bilingual Support Worker (first language speaker) where available, provides pupil profile to include pupil background, previous education and proficiency in first language
- Assessment of English language proficiency in speaking, listening, reading, writing
- Verbal feedback to include strategies for language development
- Detailed written report covering proficiency in both first language and English, as well as personalised target setting
- For Nursery and Year R this assessment is Foundation Stage Observation

Bilingual Pupil Assessment Review

- Carried out a minimum of 1 year after Bilingual Pupil Assessment
- Review of English language proficiency in Speaking, Listening, Reading and Writing
- Written report detailing proficiency in English and including strategies for language development, with personalised target setting

First Language Assessment

- Recommended and requested for EHCP process
- Discussion with school regarding pupil progress and needs
- Meeting with pupil and parents
- REMA teacher and Bilingual Support Worker (or Interpreter) assess first language proficiency and obtain more detailed information about previous education and first language development
- Includes in-depth analysis of first language use to support identification of SEND
- Verbal feedback to school (and parents as required)
- REMA liaison with other SCC education support services as appropriate
- Written report to include support strategies and to inform EHCP process

“Thanks for the report - very helpful and beautifully crafted.” SENCo

Bilingual Support

Bilingual Support Workers (BSWs) can assist pupils with EAL in class through the medium of their own language. BSWs have been trained to work with children within this context and have up-to-date enhanced DBS checks and safeguarding certificates. Please note, their role is not that of a teacher or teaching assistant. REMA currently has 113 BSWs who speak over 47 different languages. Please contact us for languages currently available.

BSW Support is available in two hour sessions.

Examples of support offered by BSWs (subject to availability):

In class support using pupil's first language

- BSW classroom support to interpret curriculum content and enable access through first language
- BSW support is **either** guided by the school only **or** pupil outcomes planned, set and evaluated with the involvement of a REMA Specialist Teacher. The latter will involve an additional cost

Interpreting

- BSW interpreting at school meetings regarding attendance, parent/teacher liaison etc. (School is responsible for leading the interpreting session)

Translating

- Translation of supporting documents from pupil's country of origin, information/letters for parents, welcome packs

Pupil admission and induction support

- Initial school meeting with pupil and parents, supported by BSW to interpret
- Two further visits by BSW to support pupil's induction into the school through use of the first language (School is responsible for preparation and guidance of the BSW)

In class support using first language for bilingual pupils with SEND

- BSW classroom support to pupils with SEND delivered by BSW trained in SEND, with the involvement of a REMA Specialist Teacher

“The BSW was informative, helpful and encouraged the pupil to be independent. I’ve seen such a change in the pupil and the BSW has been a major player in that transformation.” Year R Teacher



Bilingual Support cont.

- SATs support**
 - BSW support for reading of Maths papers (School is responsible for preparation and guidance of BSW)
- GCSE support**
 - BSW support for first language GCSE speaking exams (School is responsible for preparation and guidance of BSW)
- After School Activities**
 - Customised for individual schools. REMA can work with schools to plan and deliver a range of activities, where possible targeted at pupils with specific first languages, to support engagement of hard to reach families and develop pupils' skills, confidence and participation in school life
 - Depending on school requirements the planning of the activities may be school-led with BSW support or could also involve REMA Specialist Teachers (at additional cost)

LANGUAGE AMBASSADORS PROGRAMME

- Language Ambassadors Programme**
 - This programme enables pupils to support their EAL peers. It contributes to pupils' spiritual, moral, social and cultural (SMSC) development and supports an inclusive school culture
- Primary schools:** 4 one hour sessions for up to 8 pupils
 - Participants will learn a variety of strategies to help EAL arrivals with their school integration. In the process the EAL pupils feel valued, their families are reassured and the First Language English speakers develop an understanding of other cultures and accreditation for their role
- Secondary schools:** 6 one hour sessions for up to 12 pupils
 - A series of training sessions delivered to school-nominated monolingual and/or bilingual pupils carried out by a specially trained REMA Bilingual Support Worker

“It has been wonderful having the BSW working with the pupil at our school. It has been hugely beneficial to the pupil’s confidence with the English language. Her weekly input has provided a great opportunity for the pupil to check or correct any misconception or concerns. Thank you so much.” Assistant Headteacher

First Language Profile

The purpose of a REMA First Language Profile is to respond promptly to a school's request to assist with the induction of newly arrived pupils. It provides relevant family and educational background information for the school, strategies for parents to support the pupil via the first language, and assessment of the first language proficiency.

First Language Profile

- Carried out by specially trained REMA Higher Level Bilingual Support Workers (HLBSWs)
- Provides background information based on a meeting with school staff and parents
- Assessment of the first language proficiency in speaking, listening, reading and writing
- Can be followed up by assessment of English language proficiency (carried out by REMA specialist teacher), or in class bilingual support to interpret curriculum content and enable access through first language (carried out by REMA bilingual support worker)
- Please note the first language profile is currently only available in Bulgarian, Nepalese, Polish and Russian

“Fantastic support – reinforcing language and introducing new vocabulary. Excellent relationship which encouraged the pupil to join in and develop language.” Y2 Class Teacher

“I was very pleased to have the support of the BSW. A whole term of working with her has given the pupil confidence in speaking and writing more English.” Y4 Class Teacher

“The BSW was extremely conscientious. Her sensitive approach in and out of the classroom, and prompt relay of concerns, led to a successful partnership between school and BSW. Friendly and approachable, supportive and enabling.” Secondary Practitioner

EAL Training

Training by Specialist Teachers for school staff and governors is intended to support inclusion, raise achievement and improve outcomes for EAL pupils. REMA EAL training can either be delivered in individual schools, or delegates from schools across Surrey can attend training held at a number of different venues.

School based training

This training can be delivered during school hours or a twilight session. Bespoke training, with content developed to meet individual school needs, can also be provided.

Governor and Leadership training

- Equality and diversity training for new governors
- Developing policy to promote equality and diversity, including relevant elements of SCC Statutory Audit of Safeguarding Arrangements
- Using ethnicity and language data, for identification of needs and target settings
- Considering key principles for whole school EAL provision

Teacher training

- Practical classroom strategies to support curriculum access for beginners, can be subject specific
- Practical classroom strategies to support curriculum access for advanced learners, can be subject specific
- Support for Early Years practitioners, including Hear Our Voices
- Supporting teachers to identify EAL pupils who may also have SEND
- Advice and strategies to support refugee and asylum seeking pupils
- Overview of barriers and cultural implications for learning – suitable for NQTs and new staff

Support staff training

- Welcoming EAL new arrivals - guidance for learning support, administrative and non-teaching staff within education setting

Parent/carer workshops

- Enabling parents/carers to support the learning of their EAL children

“The practitioners found your presentation extremely useful, as did we. You deserved the applause, as you come across as being so passionate about supporting children with additional languages.” EY Manager

Countywide Networks

- EAL Training Networks for Primary School TAs**
 - Termly countywide meetings for TAs to develop skills, share ideas with other practitioners and disseminate good practice (Two TAs per school)
- EAL Training Networks for Primary EAL Coordinators**
 - Termly countywide meetings for EAL Coordinators to provide workshops and briefing updates on education developments in EAL and to facilitate the sharing of effective teaching strategies, policies and practices that support the attainment and achievement of EAL pupils (Two attendees per school)
- EAL Training Networks for secondary schools**
 - Termly countywide meetings to develop skills, share ideas with other practitioners and disseminate good practice (Two attendees per school)

Countywide Primary NQT Training

Teaching EAL pupils – Making the most of a hidden asset

- To enable attendees to grow in confidence to deal with, and successfully overcome, the challenges that teaching EAL pupils may present
- 1.5 days over two dates with additional workplace tasks, supported by distance mentoring – all led by REMA Specialist Teachers
- **Day 1:** training to broaden understanding of the barriers and challenges faced by EAL pupils, followed by the opportunity, within key stages (EYs, KS1, KS2), to take part in practical tasks covering differentiation, target setting, recording and monitoring progress etc.
- **Distance mentoring** available between Day 1 and Day 2 to answer questions and support with completion of workplace tasks and resolution of problems
- **Day 2:** Group discussions of practical tasks; sharing of good practice; reflection and action planning
- Training to take place over **autumn and spring terms**, dates to be confirmed
- Early expression of interest is recommended as places will be limited

“My SENCO speaks highly of the REMA TA networks.” Headteacher

“I got some ideas from the Network meeting, which was a fantastic session.” Inclusion Leader

Gypsy, Roma and Traveller Pupil and School Improvement Support for Primary Schools (Core Offer at no cost)

GRT Specialist Teachers and Traveller Education Support Workers (TESWs) have many years of successful engagement with the Traveller community, through unique links to GRT families within their home environment.

GRT Specialist Teachers identify the additional needs of GRT pupils and work with schools to improve outcomes and reduce vulnerability for this pupil group.

GRT Specialist Teacher

Leadership planning

- Audit of need is used to identify school strengths and action plan agreed to target areas for development
- Support with policy development and implementation e.g. attendance requirements, race equality
- Data analysis
- Use of national initiatives, whole school approaches and sharing of good practice

Planning for teaching and learning

- Induction support for in-year admissions
- Surgery sessions for teaching and support staff to share complex cases
- Observation of pupils where progress is a concern, leading to personalised programme and review
- Address issues of cultural diversity and race equality etc. through pupil workshops and assemblies
- Support to maintain learning whilst travelling
- Coordinated planning at multi-professional meetings to increase understanding of GRT pupils and their needs

Parent engagement

- Encourage and guide GRT parental involvement in their children's learning and participation in school life
- Support with requirements of SEND and statutory processes
- Guidance for parents regarding school policies and practice, e.g. behaviour, prejudice-related incidents, attendance

School-based training

- Welcome for GRT new arrivals and set up pupil provision
- Equality and diversity training for new leaders and governors
- Developing policy to promote equality and diversity, including relevant elements of SCC Statutory Audit of Safeguarding Arrangements
- Support for staff to ensure inclusion, raise achievement and improve GRT outcomes within the context of the school
- Improve parent engagement and enable better support for GRT children
- Support continuity of learning and progress for mobile pupils through distance learning

GRT Specialist Teacher cont.

- Countywide training**
- Network opportunities for the full range of school staff to develop skills and share ideas with area colleagues
 - School development support to promote equality and diversity
 - Briefing updates on education developments in GRT policy and practice

Traveller Education Support Worker

Traveller Education Support Workers can assist all levels of school staff to engage with GRT families and ensure effective transition and induction for their children. The type and extent of intervention is negotiated and agreed with individual schools to reflect the specific requirements of the school and the integration needs of pupils.

- Induction support**
- Support with admission process for children from semi/non-literate GRT families or those new to the school system
 - Support mobile GRT families to take up in-year school places
 - Contact with previous schools and completion of pupil profile to support admission
 - Involvement in home activities to support school readiness
 - Initial sessions with pupil and with parents to support understanding of school routines and expectations
 - Facilitate smooth transition to alternative school places when necessary

- Parent engagement**
- Build relationships and links between home and school
 - Encourage GRT parental involvement in their children’s learning and participation in school life
 - Monitor and support good school attendance
 - Support GRT parents to engage in school meetings
 - Support with requirements of SEND and statutory processes

- Partnership working**
- Facilitate effective links with other services e.g. SEND, Inclusion, Health, Social Care
 - Participate in multi-professional meetings to increase understanding of GRT community and their needs
 - Cross-county liaison to support transition and continuity of education for mobile pupils

GRT Enhanced Offer

In addition to the GRT core offer an enhanced offer is available to primary schools on a traded basis.

This can be purchased on a daily or half day basis

The enhanced offer could include:

Extension of GRT Primary Support Programme

- All elements: **Leadership planning, Planning for teaching and learning, Parent engagement, Training, Partnership working** can be provided in a more extensive way over a longer period

Direct teaching support

- Targeted teaching to address learning gaps
- Accelerating literacy skills to improve access to the wider curriculum and raise achievement
- Support for homework

“I sang your praises at a managers’ forum yesterday when REMA was suggested and I told everyone how invaluable you had been.” Nursery Manager

“I would like to take this opportunity to say how brilliant your teacher has been in her work with our Traveller child, who also has SEND. The SNA has also worked alongside to observe and has learned a lot of new strategies that have really helped his learning.” Inclusion Leader

“A big thank you for leading the meeting so well to get a resolution that we are all happy with.” Deputy Head Teacher

GRT Teaching and School Improvement Support for Secondary Schools

GRT Specialist Teachers and Traveller Education Support Workers (TESWs) have many years of successful engagement with the Traveller community, through unique links to GRT families within their home environment.

GRT Specialist Teacher

GRT Specialist Teachers identify the additional needs of GRT students and work with schools to improve outcomes and reduce vulnerability for this pupil group.

GRT Specialist Teacher Support is available on a daily and half day basis.

Leadership planning

- Support with policy development and implementation e.g. attendance requirements, race equality
- Data analysis
- Use of national initiatives, whole school approaches and sharing of good practice
- Support with planning for staff working with GRT students to ensure improved progress and attainment and access to the curriculum through a range of strategies

Consultation

- Advice and guidance for staff for individual student issues
- One to one session with student or class observation (written record of consultation including action points)
- Parent/school liaison (written record of consultation including action points)
- Liaison with parents/carers at home
- Involvement in multi-professional interventions

Direct teaching support

- Targeted teaching to address learning gaps
- Accelerating literacy skills to improve access to the wider curriculum and raise achievement
- Support for homework
- Addressing issues of prejudice, cultural diversity and race equality (group/class/whole school)

“We are appreciative of the excellent support your REMA Specialist Teacher and Traveller Education Support Worker are giving our Traveller pupils, who are making measurable progress as a result.” Headteacher

Traveller Education Support Worker

Traveller Education Support Workers can assist all levels of school staff to engage with GRT families and ensure effective transition and induction for their children. The type and extent of intervention is negotiated and agreed with individual schools to reflect the specific requirements of the school and the integration needs of pupils.

TESW support is available on a daily basis (7 hours) or in blocks of 2 hours. The hours are flexible and can be used on an 'as and when needed' basis.

Examples of support offered by TESWs:

Induction support	<ul style="list-style-type: none"> • Support with admission process for children from semi/non-literate GRT families or those new to the school system • Support mobile GRT families to take up in-year school places • Contact with previous schools and completion of pupil profile to support admission • Involvement in home activities to support school readiness • Initial sessions with pupil and with parents to support understanding of school routines and expectations • Facilitate smooth transition to alternative school places when necessary
Parent engagement	<ul style="list-style-type: none"> • Build relationships and links between home and school • Encourage GRT parental involvement in their children's learning and participation in school life • Monitor and support good school attendance • Support GRT parents to engage in school meetings • Support with requirements of SEND and statutory processes
Partnership working	<ul style="list-style-type: none"> • Facilitate effective links with other services e.g. SEND, Education Welfare, Health, Social Care • Participate in inter-agency meetings to increase understanding of GRT community and their needs • Cross-county liaison to support transition and continuity of education for mobile pupils • Liaison with further and alternative education providers to support opportunities for KS4 GRT students

“Thank you for our joint site visits last week. It was so useful to be able to get to speak to some of the families who, without you being there, would have been reluctant to engage.” HSLW

Pupil Focused Consultation

NEW

Best outcomes for GRT pupils are achieved when school, parents and professionals work effectively together.

Pupil Focused Consultation is a holistic and needs-led approach to addressing school and/or pupil concerns, using a combination of GRT Specialist Teacher and Traveller Education Support Worker knowledge and expertise to provide:

- Support to identify individual needs by exploring attitude, behaviour and response to learning
- Parent liaison to address issues of concern, including attendance
- Engagement with other professionals
- Targeted advice and a written record of proposed actions

GRT training

Training by Specialist Teachers for school staff and governors is intended to support inclusion, raise achievement and improve outcomes for GRT pupils. REMA GRT training can either be delivered in individual schools, or delegates from schools across Surrey can attend training held at a number of different venues. All training is purchased by contacting REMA direct.

School based training

- Equality and diversity training for new leaders and governors
- Developing policy to promote equality and diversity, including relevant elements of SCC Statutory Audit of Safeguarding Arrangements
- Welcome for GRT new arrivals and set up pupil provision
- Support for staff to ensure inclusion, raise achievement and improve GRT outcomes within the context of the school
- Improve parent engagement and enable better support for GRT children
- Support continuity of learning and progress for mobile pupils through distance learning

Countywide training

- Network opportunities for the full range of school staff to develop skills and share ideas with area colleagues
- School development support to promote equality and diversity
- Briefing updates on education developments in GRT policy and practice