

Cabinet's Response to Scrutiny Review: Newly Arrived Children

Recommendation	Cabinet Decision <i>(Accepted/ Rejected/ Deferred)</i>	Current Position <i>(action taken since the review was reported)</i>	Cabinet Response <i>(detailing proposed action if accepted, rationale for rejection, and why and when issue will be reconsidered if deferred)</i>	Officer Responsible	Action by (Date)
<p>1. That the authority hosts a meeting with other local authorities (including across the sub-region) to highlight good practice and the challenges of supporting EU new arrivals, particularly in relation of attainment targets. Using the office of our local MPs, invite relevant Government Ministers, Civil Servants and OFSTED inspectors.</p>	<p>Accepted</p>	<p>The Assistant CX has held three multi-agency theme based meetings to look at the wider issues of EU Migration on 2nd July, 5th August, and 16th September 2010.</p> <p>Funding has been secured and confirmed by LGYH and the research and consultation project has started. A research brief and project plan have been produced, a steering group established, and a series of consultation events and interviews with the various communities in Eastwood, key partners, agencies, and stakeholders started.</p> <p>The council's reports and actions plans have been shared with Sheffield City Council and additionally officers from NAS have met with their counterparts at Sheffield on 13th September 2010 to share knowledge and experience. The issues faced by both local authorities are almost identical and it was agreed to work cooperatively</p>	<p>That the authority hosts a meeting with other local authorities to highlight good practice and the challenges of supporting EU new arrivals, particularly in relation of attainment targets.</p>	<p>Zafar Saleem, Community Engagement & Cohesion Manager</p>	<p>November 2009</p>

		and a further joint meeting is to take place 1 st October 2010.			
<p>2. The review group welcomed the EAL Strategy or 'Welcome Offer' but given that future numbers of new arrivals are difficult to predict, recommends that it is subject to regular evaluation (initially every six months) to ensure that:</p> <ul style="list-style-type: none"> • the needs of the newly arrived pupils and the existing school population are met; • those schools facing the greatest pressure have the opportunity to influence the strategy and highlight potential problems in its implementation; • schools who may not have great experience of receiving new arrivals are supported ; • that resources allocated to the 'Welcome Offer' are sufficient to meet need; 	Accepted	<p>The Welcome Centre has been closed as a physical resource and the staff, with their agreement, deployed to schools, principally in the primary phase in the Clifton Education Action Zone area.</p> <p>The Pre Admission Register (PAR) is supporting schools in inducting pupils who are new to English into mainstream classes.</p> <p>In September 2010 a National Strategies Advisor and a nominated school lead conducted a mini review of the work of the PAR. As a result of this two working groups are looking at how the work of PAR and the central schools can be even better co-ordinated to build on some already very successful work.</p> <p>There has been ongoing capacity building in schools with the support of the EMA team.</p> <p>This has included intensive work on assessment, teaching and learning with identified lead teachers in schools.</p> <p>Lessons learned in the work in St Ann's have been shared</p>	<p>Full review in October of the impact of the deployment programme and the developing 'Welcome Offer'.</p> <p>Lessons from the work at St Anne's will be shared with leadership teams in other high profile primary schools during June/July.</p> <p>See below for the secondary initiative – recommendation 7</p>	David Light/Martin Fittes	<p>Started Easter 2009; review in October;</p> <p>June/July 2009</p> <p>Renewal of programme from Sept 2009</p> <p>Termly reviews throughout 2009/10.</p>

		<p>across schools.</p> <p>The EMA team has been successful in recruiting workers from the Slovak and Roma communities. These workers have had a positive impact on the engagement of young people and families. More recently schools have begun to explore the possibilities of including these workers in their own staffing structures.</p>			
<p>3. Consideration should be given at a strategic level to the allocation policy to ensure that in the allocation of school places for new arrivals, we avoid placing disproportionate pressure on those schools with existing high numbers of EAL (English as an Additional Language) learners.</p>	Rejected	<p>PAR in place and supporting schools to induct young people into mainstream schools. Regular meetings of Heads and LA personnel seek to support the equal distribution of young people, within the confines of parental preferences and the availability of places in year groups.</p>	<p>Fair Access Policy and Admissions Policy mean that children will attend those schools nearest their homes, concentrating on provision in central Rotherham.</p>	<p>David Hill</p> <p>Cath Ratcliffe Martin Fittes David Hill</p>	<p>Sept 2009 for policy</p> <p>June 2009</p>
<p>4. Acknowledging the difficulties with funding based on 'census' day, explore the feasibility of introducing a flexible system of funding for schools experiencing greatest numbers of mobile pupils.</p>	Accepted	<p>Funding for New Arrivals comes from different pots, including DSG and EMAG. School Formula incorporates additional funding for 10%+ eth min pupils and mob factor within SEN delegation.</p>	<p>Analyse funding for new arrivals</p> <p>Analyse funding methodology with proposals to JLT, Cabinet Member and Schools Forum.</p>	<p>David Ashmore Joanne Robertson</p>	<p>July 2009 Dec 2009</p>

<p>5. Using the model developed by Derby City Council, explore the feasibility with the School Forum of re-distributing money from Direct Schools Grant to those schools experiencing the greatest pressure.</p>	<p>Accepted</p>	<p>As for 4 above</p>	<p>As for 4 above</p>	<p>David Ashmore Joanne Robertson</p>	<p>July 2009 Dec 2009</p>
<p>6. Identify a strategic lead in Children and Young People's Services to link with other Council/partner bodies (housing, health etc) to ensure that there is effective interagency working.</p>	<p>Accepted</p>	<p>The alignment of work under a vulnerable groups banner in school effectiveness has strengthened the response to locality working Chief Exec's office has identified a lead in this area.</p>	<p>Whilst it is important that different sections of C&YPS "own" meeting the needs of newly arrived children and their families, one lead officer needs to be the point of contact for key partner agencies to avoid duplication. At this point this role is carried out by the Head of Inclusion, but will need to be reconsidered.</p>	<p>Tom Kelly</p>	<p>September 2009</p>
<p>7. Explore the feasibility of recruiting 'Advanced' EAL teachers within 'priority' or 'hub' schools to oversee the development of EAL support within schools.</p>	<p>Accepted</p>	<p>2009-10 saw the successful recruitment of lead teachers in central schools. These teachers worked with the LA and National Strategies to build capacity in schools, focussed on assessment, induction, teaching and learning, attendance, engagement and transition. Schools report a higher degree of competence and confidence in this area.</p>	<p>The Curriculum Adviser will develop the team of 5 Champions as a core network for the dissemination of good practice in EAL and as an 'expert' group within the LA to drive secondary strategy and practice in the field.</p>	<p>David Light/Martin Fittes</p>	<p>Network live from September 2009. Review termly from December 2009.</p>

<p>8. Explore the feasibility of developing links with Slovakian Universities (in the first instance) to train teaching, non-teaching staff and social care staff.</p>	<p>Accepted</p>	<p>Initial contact made with Slovakian Director of Social Services in Kosice.</p> <p>The School Effectiveness Service has had no contact to date with a Slovakian University. Through the established relationships enjoyed by Wales HS, we have discussed the secondment of primary and secondary phase teachers with a Rumanian education authority – positive potential.</p>	<p>Follow through with further links in Universities.</p> <p>Potential secondment needs firming up for September 2010 start. Dependent on Council financial support and partnership with Sheffield Hallam University to provide professional development opportunities and, potentially, accommodation – already discussed with SHU and agreed in principle.</p>	<p>Pam Allen</p> <p>David Light</p>	<p>September – December 2009</p> <p>Agree proposal with RMBC and SHU, if achievable, early Autumn 2009.</p>
<p>9. The review group welcomes the proposals to develop a 'central admissions register' until attendance patterns are established for secondary-aged pupils. However, it recommends that options to address poor attendance for those primary schools in greatest need are developed.</p>	<p>Accepted</p>	<p>Pre Admissions Register (PAR) active from 1/6/09 in secondary phase. Supporting induction of YP into mainstream schools.</p> <p>Schools are supported by educational and attendance teams, including Slovakian speaker.</p> <p>Additional staffing of Slovakian and Roma speaking Teaching Assistants has been successfully implemented, but funding currently under threat desirable but subject to funding.</p> <p>Work led by Clifton Action Zone identified the need for "community development</p>	<p>PAR will be trialled and reviewed by end October 2009 for potential to extend to primary phase.</p> <p>NB Considerable resource implications.</p>	<p>David Light/Martin Fittes/Cath Ratcliffe</p>	<p>First phase to be reviewed by October 2009.</p>

<p>10. Evaluate the impact of the RCAT provision to assess whether the outcomes are appropriate and provide value for money.</p>	<p>Accepted</p>	<p>Some Y10 and Y11 students are currently attending RCAT : successful placements overall but College indicates capacity and funding issues still a constraint.</p> <p>Secondary Curriculum Advisor (EMA) is working with schools to develop 14-19 transition pathways for young people who are new to English. College continues to accommodate YP in Y10/11 but further development re curriculum pathways is needed.</p>	<p>Discussions due with RCAT re provision from September 2009 which should, if possible, include appropriate Y10 as well as Y11.</p>	<p>David Light/Martin Fittes</p>	<p>Review of provision and planning for 2009/10 secured by end of June 2009.</p>
<p>11. Evaluate whether existing Young People's Service provision is meeting the current needs of newly arrived groups and is flexible enough to meet future needs, particularly in light of the potential rise in numbers of young people not in Education, Employment or Training.</p>	<p>Accepted</p>	<p>Access to youth service has been enhanced by the secondment of a member of staff to the Welcome Offer.</p> <p>PAR has established good links with the Youth Service. As part of the PAR induction young people are encouraged to attend extended sessions offered by YS. In addition 10 young attended a residential to Habershon House.</p> <p>Young people also attend the "Elephants in Step" session which is focused on the "aim higher" programme.</p>	<p>Youth Officers to check their local situations with regard to 'newly arrived young people' and include in area plans.</p> <p>Using list of 'newly arrived young people', interrogate eYS to find baseline contact figures.</p> <p>Use this information to inform universal and targeted planning.</p> <p>Review the relationship between seconded Youth Officer and provision across the Youth Service.</p> <p>Ensure that local planning, service planning and the Youth Offer are accessible to 'newly arrived young people'.</p> <p>Ensure that targeted provision is accessible to 'newly arrived young people'.</p>	<p>George Simpson/Chris Brodhurst Brown</p>	<p>Immediate</p> <p>August 2009</p> <p>September 2009</p> <p>Immediate</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2009</p> <p>September 2009</p>

			<p>Consider how best to give voice and influence to 'newly arrived young people'.</p> <p>Review how/where the Youth Service fits in services for 'newly arrived young people'.</p> <p>Note: The majority of Youth Service provision is targeted at young people 13 to 19 years of age. (With a wider brief for young people 11 to 25 years of age who have special needs).</p>		
12. Ensure that there is a consistent and timely approach to recording information on children missing from education that is shared across schools, Admissions and Safeguarding Teams. Given the sub-regional movement of families, protocols should also be developed with other authorities.	Accepted	A Children Missing Education officer post based in the Safeguarding Children Unit. The work of the officer is compliant with legislation and national guidance. Local protocols are currently being developed to integrate with children and families who go missing.	New Children Missing Education (CME) officer appointment to be made who will prioritise information sharing protocols.	Annie Redmond	September 2009
13. Revisit protocols to ensure that schools are able to link with locality teams and share information or concerns about children on a consistent and timely basis.	Accepted	As above and learning community focus on protocols and practices so that all staff are aware.	New CME officer and Assistant Safeguard Manager	Annie Redmond	September 2009
LOCAL AUTHORITY AND PARTNERS					
14. Working with other directorates and partners, develop a 'bank' of translators/interpreters for all agencies to use. Ensure that relevant teams (e.g. Admissions) have appropriate access to	Accepted	A new service is being commissioned and a service specification has been produced jointly by CXD and RBT to enable this.	Promote and market the list of local and regional interpreters and translators held by the Co-ordinator –	Zafar Saleem, Community Engagement & Cohesion Manager	September 2009

<p>language support.</p>		<p>The specification/Bid has now been published on scms.alito.co.uk and within the European Union on mytenders.co.uk. The deadline for the return was Monday 6th September 2010. 41 expressions of interest have been received and the short listing process is being developed together with a selection panel.</p> <p>The specification allows other partners to purchase the service through our contract should they wish.</p>	<p>Translation and Interpretation, NAS.</p> <p>Promote LLS within the council.</p>		<p>September 2009</p>
<p>15. That the 'welcome pack' is introduced and work undertaken to increase access to ESOL courses for newly arrived communities, particularly Roma, as a matter of urgency. Links should be made with employers via the Chamber of Commerce and other for , e.g. Works and Skills Board and Trade Unions to see whether English Language classes can be introduced at work places.</p>	<p>Accepted</p>	<p>Roma Khamoro Project:</p> <ul style="list-style-type: none"> - Managed by Unity Centre - venue trusted by community - Employs 2 full time Roma link workers - 12-hours of community drop-in sessions per week - supported by CAB advice worker - 2000 contacts at drop in sessions in 2009/10 - 14 hours per week direct support to partner agencies by Roma workers <p>Welcome pack developed and distributed to organisations working with new migrants – e.g. Unity Centre, CAB, Visitor Centre, Area Partnership Teams and published on RMBC's website in English, Czech</p>	<p>The findings from the Scrutiny Report should be submitted to the Works and Skills Board to consider the feasibility of providing English Language classes in work places.</p> <p>Funding to continue ESOL provision be explored by the Community Learning and Well-Being Service and the Chief Executive's Directorate.</p>	<p>Jeff Wharfe, Achieving Theme Board Manager</p> <p>Zafar Saleem, Community Engagement Manager, and Helen Shaw, Strategic Leader, Community Learning and Well Being</p>	<p>September 2009</p> <p>September 2009</p>

		<p>and Slovakian. A text version is also available of the website so that Google translator can be used for translation into other languages.</p> <p>Migration Impacts Funding (MIF) was successfully applied for to secure Living in My Community and ESOL progression courses, delivered by CYPs, Extended Learning service. Action is being taken to target and include Roma people, for example targeting Roma parents for courses via Coleridge Children's Centre to help parents support their children in school – various options for supporting Roma participants are being trialled to improve their attendance and reduce drop out rates, which are still a concern. MIF funded has been subject to a 50% in-year reduction, however RMBC are currently considering options for sustaining this and other MIF projects to March 2011 and beyond.</p>			
16. That the learning from the Cluj-Napoca visit (outlined in section 4.9) is explored and an action plan developed to apply appropriate measures.	Accepted	<p>The learning from Cluj re Roma integration confirmed the approach we are taking in Rotherham by employing Roma workers and Roma community organisations as a means of engaging Roma communities, for example: Roma teaching assistants; Roma language speaking Education Welfare Officer</p>	<p>Actions to assist the integration of new communities are already part of community cohesion project plans.</p> <p>Regular update reports are made to the Cabinet Member for Community Engagement and Development and LSP Chief Exec Officers Group.</p>	Deborah Fellowes, Policy, External & Regional Affairs Manager	

		<p>and; Roma Khamoro project funded by Community Cohesion funding.</p> <p>Actions to assist the integration of new communities are already part of community cohesion project plans and regular update reports are made to the Cabinet Member for Community Engagement and Development and LSP Chief Exec Officers Group.</p>	<p>The majority of Roma people in Rotherham are Slovakian and the (Education) Welcome Offer has made links with Slovakia.</p> <p>There are reports of a small number of newly arrived Romanian Roma people so the opportunities for future links may prove useful.</p> <p>There is a corporate partnership agreement between RMBC and Cluj council and so good contacts are in place if future collaboration around Roma issues is to be explored.</p>		
17. Identify a Cabinet Member with lead responsibility for co-ordinating services for new arrivals.	Rejected		There already exists a "Newly Arrived" working party, chaired by Cllr Sharman	Matt Gladstone	