

# **EQUALITY IMPACT NEEDS ASSESSMENTS (EINA)**

**The Ethnic Minority & Traveller Achievement Service (EMTAS)**

**February 2007**

## **EQUALITIES IMPACT NEEDS ASSESSMENT PRO FORMA**

**Policy/Service being assessed (for definition of 'policy' see Annex A in the EINA guidance)**

The Ethnic Minority & Traveller Achievement Service (EMTAS)

**Is this a new policy/service or a review of an existing policy/service?**

Review of existing service.

**What are the aims/purpose of the policy/service?**

The Ethnic Minority and Traveller Achievement Service works with pupils from ethnic minority backgrounds, including those for whom English is an additional language, refugees and asylum seekers, to ensure they achieve to the best of their ability in school. The team consists of experienced teachers and senior bilingual teaching assistants working across the primary and secondary phases. Traveller support within the Ethnic Minority and Traveller Achievement Service offers direct teaching support, training and advice for schools to support Gypsy, Roma and Traveller pupils. This is to ensure that children gain access to their legal entitlement to formal education and schools are supported in using effective strategies that allow this vulnerable group of children to achieve their full potential.

**Is the policy/service designed to meet specific needs such as the needs of minority ethnic groups, older people, disabled people etc?**

Yes, specifically newly arrived children from overseas, children who are beginners in English and Traveller children. (see above)

**What information has been gathered on this function? (Indicate the type of information gathered e.g. statistics, consultation, and other monitoring information)? Make sure you address ethnicity, disability, gender as a minimum and if possible age, religion and sexual orientation. Attach a summary or refer to where the evidence for each group can be found.**

- Data on numbers of EAL pupils in schools and an analysis of stages of language proficiency:  
[http://schools.richmond.gov.uk/home/supportservicestoschools/emtas/emtas\\_stage\\_data.htm](http://schools.richmond.gov.uk/home/supportservicestoschools/emtas/emtas_stage_data.htm)
- Data on ethnicity, gender, age. Religion is not included in the spreadsheet but where this information is necessary for interpreting/translating support, it is considered in order to ensure the needs of the child are met most effectively.

**Does your analysis of the information show different outcomes for different groups (higher or lower uptake than expected/failure to access/receive a service, a poorer or inferior service)? If yes, which aspects of the policy or function contribute to inequality? Please indicate which groups are affected.**

Analysis of teaching and learning outcomes shows progress in English language acquisition. The different groups where progress may be slower are those children with SEN and mid-year new arrivals who have little or no English. In these cases, schools are signposted to relevant support agencies and for those children who are beginners in English, the service ensures there is bi-lingual support where possible, mother-tongue assessments are carried out and parents are supported through the use of interpreters.

**Are these differences justified (e.g. are there legislative or other constraints)? If they are, explain in what way.**

Yes, due to previous educational experiences, the family's background and influences from the country of origin.

**Please indicate whether the policy promotes equality of opportunity and good community relations and explain in what way.**

This is key to the aims of the service. Equality of opportunity and good community relations are promoted in the following ways:

- Training to schools
- Teaching support to schools
- Bi-lingual support to schools and the extended families
- Involvement with external agencies including EMAG (the Ethnic Minority Advocacy Group)
- Equalities and Community Cohesion training delivered to school staff and governing bodies

**What action needs to be taken as a result of this Equality Impact Needs Assessment to address any detrimental impacts or meet previously unidentified need? Please indicate objectives and targets that have been set.**

The EMTAS Service Plan is linked to the School Effectiveness Learning and Attainment Delivery Board Action Plan.

Evaluations of training and analysis of training uptake ensure that there is an ongoing programme of training that is of a high standard and is tailored to the needs of schools.

**When will you evaluate the impact of action taken? Please give review dates**

The current attached EMTAS Service Plan is in draft form as it is currently being written following a review of the old plan and consultation on additions for the new one.

Assessment completed by:

**NAME**            **Velia Hartland**

**SERVICE**       **EMTAS**

**DATE**            **4 April 2011**