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**A guide for new Ethnic Minority Achievement Coordinator**

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The role of the Ethnic Minority Achievement Co-ordinator (EMACo) is a rewarding and fulfilling one. Numerous opportunities exist to effect positive school-wide change. This guide is for new EMACos. It will support new EMACos to understand and to enjoy this role.

**What does the role involve?**

Roles and responsibilities include:

1. Developing an overview of all Black, Asian and minority ethnic (BME) pupils in the school.
2. Monitoring and facilitating the assessment of BME pupils including those who may be learning English as an additional language (EAL).
3. Supporting colleagues in planning for BME pupils including those learning EAL.
4. Support all school staff in acquiring professional skills for effective support of BME pupils.
5. Creating a welcoming and inclusive ethos, with strong links to both parents and community groups.
6. Ensuring that your own professional development is updated and relevant.

**Where should you start?**

* Establish if an action plan already exists, if so and the actions are agreed appropriate by SLT continue with actions in order of priority.
* Ask to join a whole school data review meeting to obtain an overview of BME attainment and progress in your school.
* Look at the Ethnic Minority Achievement (EMA) Network course brochure. If your school is a local authority maintained Primary School you can get access to a wealth of courses, resources and expertise for free.
* Ask staff what resources would be useful in supporting them in their teaching then visit the EMA Network Resources Centre and to borrow the items.
* Undertake a staff audit; firstly to establish if anyone (including midday supervisors, site staff and governors) can speak, understand, read or write another language.
* Complete a gap audit for teaching staff and discover in which areas support is most needed.

For an example of an action plan, download ‘Example Action Plan’ from …

**Top tips from existing EMACos**

1. Don’t rush in; gather as much information as possible including data, staff views and concerns and contacts as possible. Then plot out a manageable action plan with realistic steps.
2. Accept that it will take time to build up the role and one action implemented effectively every half term is better than three steps which are not embedded.
3. Delegate where appropriate. As an EMACo you will oversee EMA but colleagues in school will also have responsibilities within that.
4. Celebrate the diversity and multilingualism you may have in your school. Bilingualism is a great skill and pupils and parents can be called upon to enhance the curriculum.
5. Use outside support such as EMA Network to guide you through your role and provide advice, CPD, resources and links to local communities and external agencies.

**Assessing the progress of English in a pupil learning EAL.**

Assessing how much English a pupil has acquired (English language acquisition assessment) is useful to track progress, identify targets and inform planning. Several assessment tools exist; NASSEA (costing £20) and the Bell Foundation (no cost) are amongst the most commonly used. As with all assessment systems, identify where the pupil is using a best fit model, identify next steps. This will be the pupil’s target and should inform planning.

**Key strategies to support pupils learning EAL**

1. Where possible use visuals (diagrams, graphs and charts are particularly useful as they help children organise key information).
2. Pre-teach key language with visuals and translations where appropriate. Record new language in a personal dictionary for use in the classroom.
3. Seat pupils learning EAL (particularly those who are newly arrived to the school or the country) with the most able pupils in your class so expert peers model the language to them.
4. Keep cognitive challenge appropriately high but ensure that the language is scaffolded.
5. Plan frequent opportunities for high quality speaking and listening activities so language can be rehearsed in a context.
6. If the child is competent in their own language (often dependent upon age) allow them to use this in their learning. Pupils learning EAL have to learn English, the curriculum and translation skills. Encouraging pupils to think, speak and write in their first own language and then translate it to an adult will support their translating skills.
7. Establish and maintain an excellent relationship with parents/carers and reinforce the vital message that first language should be used at home as this will help a robust acquisition of English.

**Supporting newly arrived pupils**

1. Use a robust induction process – download ‘Induction Grid’ from… for more information.

**Useful documents and websites:**

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement>

<http://www.naldic.org.uk/eal-teaching-and-learning/eal-resources>

<http://www.primaryresources.co.uk/letters/>

<http://www.surlalunefairytales.com/>

<http://www.collaborativelearning.org/maths.html>

<http://www.multicultural-art.co.uk>

**Useful publications**

1. Supporting Pupils with English as an additional Language – guidance for schools, published by Milton Keynes EMA, available to download from <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement>
2. Guidance on the assessment of pupils with English as an additional language who may have Special Educational Needs, published by Milton Keynes Council, available to download?
3. Guidance on the self-evaluation of Ethnic Minority Achievement (EMA): How schools can demonstrate impact, published by Milton Keynes Council, available to download?
4. Excellence and Enjoyment: learning and teaching for bilingual children in the primary years, professional development materials. Reference 0013-2006PCK-EN
5. Equality & Diversity in Milton Keynes guidance for schools, published by Milton Keynes EMASS, available to download from <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement>
6. Excellence and Enjoyment: learning and teaching for Black children in the primary years. Reference 00058-2008PCK-EN
7. Excellence and Enjoyment: learning and teaching for bilingual children in the primary years, teaching units to support guided sessions for writing in English as an additional language. Reference 00068-2007FLR-EN

**FAQs**

***A pupil started recently and speaks no English. What’s the best way to support him/her?***

If the school can delay the pupil starting school by a few days this helps everyone prepare; teaching staff can ensure the child has a labelled tray and coat peg, class mates can learn the new pupil’s name and a suitable ‘buddy’ or ‘buddies’ can be selected to help the pupil settle in. The first few days are crucial so focus on ensuring the pupil gets to know routines, feels welcome, makes friends and can express basic needs (even if this is by pointing or using visual cues.) Monitor the pupil’s wellbeing closely and if possible, observe them during playtimes to check social interactions are positive. After the first week consider sending a certificate of ‘settling in’ home. This may seem small but can have a very positive effect on the pupil and his/her family.

***Staff think that a child learning EAL may also have SEND, how do we tell?***

Refer to *‘Guidance on the assessment of pupils with English as an additional language who may have Special Educational Needs’.* In particular, page 10 contains a useful procedural flow chart. A good indication can be the competency of the child’s first language so as early as possible ask parents how competent the child is in their first language.

***A family has requested time off for religious celebrations. We’re already concerned about this pupil’s attendance, what should we do?***

Milton Keynes Council has a helpful webpage for parents which many schools find useful to follow. It can be found at [www.milton-keynes.gov.uk/schools-and-lifelong-learning/information-for-parents/milton-keynes-council-school-attendance](http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/information-for-parents/milton-keynes-council-school-attendance). EMA Network can provide further information about specific religious festivals and a member of the team will be able to discuss any questions. Please contact on: ema@milton-keynes.gov.uk

**Glossary of key terms and abbreviations:**

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| **Abbreviation/acronym** | **Full phrase** | **Notes** |
| **BME** | Black (and) Minority Ethnic | Referring to students and /or communities with these backgrounds or characteristics. It encompasses apparent skin colour, nationality and ethnicity. |
| **GRT** | Gypsy, Roma (and) Traveller | Referring to students and /or communities with these backgrounds or characteristics.  |
| **EAL** | English as an Additional Language | ‘Pupils learning EAL may also be referred to as bilingual. The term ‘bilingual’ refers to pupils who have regular access to more than one language. This group includes a wide range of experiences, from Newly Arrived to more advanced learners of English.’ |
| **EMA (Network)** | Ethnic Minority Achievement  | EMA Network is a specialist education team within Milton Keynes Council. |
| **NASSEA** | The Northern Association of Support Services for Equality and Achievement | This organisation has produced a tool to assess the level of English bilingual pupils have acquired. This tool is also known as NASSEA. |
| **SS** | Supplementary Schools | Supplementary schools generally provide out-of-school-hours learning organised and provided by community members who are often volunteers.  |