


## REPORT TO CHILDREN'S SERVICES AND EDUCATION SCRUTINY BOARD

**12 March 2018**

<b>Subject:</b>	Sandwell Transition Education Partnership Services (STEPS) update
<b>Cabinet Portfolio:</b>	Councillor Simon Hackett - Cabinet Member for Children's Services
<b>Director:</b>	Director – Education, Skills and Employment – Chris Ward
<b>Contribution towards Vision 2030:</b>	
<b>Contact Officer(s):</b>	<p>Patrick Finegan, Patrick Finegan – Executive Head Teacher of STEPS and LACE Virtual School</p> <p>Michele Alpanis – Centre Manager for STEPS michele_alpanis@sandwell.gov.uk</p>

### **DECISION RECOMMENDATIONS**

**That Children's Services and Education Scrutiny Board:**

1. Considers the update on Sandwell Transition Education Partnership Service (STEPS).
2. Consider feedback following on from a visit to the facility earlier this year.
3. Makes any comments and recommendations as necessary.

## **1 PURPOSE OF THE REPORT**

- 1.1 To provide an update to the Scrutiny Board regarding Sandwell Transition Education Partnership Service, STEPS and feedback from the visit to the facility in November 2017.

## 2 IMPLICATIONS FOR SANDWELL'S VISION

- 2.1 STEPS continues to promote and facilitate excellent practice in EAL teaching and learning through the Sandwell Schools EAL Network and Professional development days. Over 30 schools, including those from neighbouring LAs of Dudley and Wolverhampton attended our November Professional Development day which included sessions and workshops led by Hounslow Language Service, the Bell Foundation, The Learning Village and included displays of new EAL resources by the Sandwell School Library service.

Our termly EAL Network meetings are very well attended by primary and secondary colleagues and we continue to build capacity and working relationships across Sandwell by encouraging schools who have a specific focus on supporting students with EAL to host the meetings as well as ourselves to share their practice through learning visits. OFA has held both this term's network and PD day.

STEPS were invited back for the second year in November by a Sandwell Teaching School to provide teaching sessions on 'An Introduction to EAL and its application to primary schools' for its student teachers.

STEPS has been invited to become involved in Wolverhampton LA's Strategic School Improvement bid which is focused around improving the language proficiency outcomes of students with EAL and have an initial meeting next month.

## 3 BACKGROUND AND MAIN CONSIDERATIONS

- 3.1 Number of children who have attended STEPS since opening: 01:02:2017

Number of children who have attended STEPS since 01:02:2017 – 24:07:17	659
Number of children who have attended STEPS since 04:09:17 – 19:12:2017	379
Number of children who have attended STEPS since 03:01:2018 - present	98

STEPS continues to broaden and deepen children's initial British educational experience by further developing the six main teaching themes by including visits to the public library, Gurdwara and WBA Football Club. Literacy resources have been enhanced through an SLA with Sandwell SIPs School Library Service.

- 3.2 In December 2017 we worked in conjunction with Midlands Art Centre and Sandwell SIPs Music Service on a six week music project that included weekly music lessons led by music specialists for all students as well as PD sessions for staff. This culminated in a musical performance for the Parents' Open Morning and an e-STEPS Song Book.
- 3.3 In January 2018 we worked with Mothership, a local community provider who ran a four week, music and befriending project for STEPS parents and under 5's, using local community parents to promote community cohesion.
- 3.4 On Thursday, 1 February 2018, STEPS celebrated its first anniversary by inviting parents into the classrooms to participate in planned Literacy and numeracy activities with their children and to work with a visual artist to create banners that reflect the STEPS motto of Dream, Grow, Thrive.
- 3.5 To further support community integration and cohesion we continue to run parent classes including: weekly ESOL, Money Matters – managing personal and family finances, and have just had two members of staff trained to become trainers for Changes, a parenting course.

#### 4 THE CURRENT POSITION

- 4.1 Early last year, Balwant Bains, on behalf of the Sandwell New Arrivals Partnership (SNAP) headed up a bid for the Controlling Migration Fund to address the identified local priorities including:

- Access to school places
- Understanding education and school systems
- Access to English Language

A bid can be for a maximum of 24 months' funding across 3 financial years. The following amounts were requested:

<b>Financial year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>TOTAL</b>
<b>Amount requested</b>	£97,825	£390,100	£282,650	£770,575 [Appendix 2-Excel Spreadsheet-Proposed Sandwell STEPS Budget 17-18 to 19-20]

#### 5 CONSULTATION (CUSTOMERS AND OTHER STAKEHOLDERS)

- 5.1 Consultation and engagement with customers and other stakeholders is outlined in the body of this report.

## **6 ALTERNATIVE OPTIONS**

6.1 There are no alternative options.

## **7 STRATEGIC RESOURCE IMPLICATIONS**

7.1 Any strategic resources implications on the available Council budget can be considered with the knowledge that the Controlling Migration funding bid has been successful.

## **8 LEGAL AND GOVERNANCE CONSIDERATIONS**

8.1 Children's Rights: United Kingdom (England and Wales)

The right to an education is included in a number of international conventions to which the UK is a party, the European Convention on Human Rights and the Universal Declaration of Human Rights. (1 and 2). Further to this, the Education Act 1996 imposes a duty on the Secretary of State to "promote the education of the people of England." (3).

Compulsory education in England begins at the age of five years old and continues until the end of the "school leaving year" in which the child is sixteen years old.(3) When a child turns five years old the parents must ensure that their child receives "efficient full-time education suitable to his age, ability and aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise."

- The Universal Declaration of Human Rights, Art. 26(1) provides that "everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory."

Education Act 1996, c. 56, § 10.

## **9 EQUALITY IMPACT ASSESSMENT**

9.1 The development of the centre has been monitored by HMI and their advice has been followed to ensure that all international new arrivals are dealt with in a fair and equitable manner. Families are managed appropriately so that they can access school provision in a timely manner and/or suitable agency support can be identified to assist the family. The centre is available to new INA Sandwell residents only.

## **10 DATA PROTECTION IMPACT ASSESSMENT**

10.1 The centre data is managed in line with all protocols currently in place for schools' data. Information will be held on secure council IT systems and passed internally through secure systems when required to schools or other council agencies.

## 11 CRIME AND DISORDER AND RISK ASSESSMENT

11.1 There are no crime and disorder implications. The Corporate Risk Management Strategy (CRMS) has been complied with – to identify and assess the significant risks associated with this decision/project. This includes (but is not limited to) political, legislation, financial, environmental and reputation risks.

## 12 SUSTAINABILITY OF PROPOSALS

12.1 The future funding of the centre will be dependent on either further successful applications for grant funding or through conversion of the centre in to a full-time school/academy. Should the latter occur then funding will be gained through schools DSG or High Needs Block funding.

Just before half-term, STEPS were informed that the bid application had been successful and were being allocated the following:

2017-18	2018-19	2019-20	TOTAL
£97,825	£390,100	£282,650	£770,575

This therefore secures STEPS until December 2020.

## 13 HEALTH AND WELLBEING IMPLICATIONS (INCLUDING SOCIAL VALUE)

13.1 The development of the centre has been a collaboration between different agencies (health, housing, education, special needs education and school organisation) which helps identify children and families with additional needs, directing them to appropriate support. It serves to identify families or children who may benefit from additional support and helps them to integrate more quickly in to schools.

## 14 IMPACT ON ANY COUNCIL MANAGED PROPERTY OR LAND

14.1 The Hollies build is an SMBC building under lease for approximately 100 years. If STEPS ceases to exist the building may have to be refurbished for other uses.

## **15 CONCLUSIONS AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS**

With the recent successful Migration Fund application the allocated funding secures the services of STEPS until December 2020.

Therefore, STEPS will continue to develop both strategic and day to day support for INA families new into Sandwell by:

Continuing to develop adult classes and family support to promote community cohesion

Continuing to work with voluntary and statutory services to support INA families

Continuing to work with Sandwell schools and associated services to ensure the safeguarding, initial teaching and learning of INA children who attend STEPS

## **16 BACKGROUND PAPERS**

16.1 A number of background papers were provided with the report that went to Cabinet in August 2017.

## **17 APPENDICES:**

Copy of Scrutiny Board PP for Learning Visit to STEPS

**Chris Ward**

**Director – Education, Skills and Employment**