

EDUCATION, LEARNING & LEISURE COMMITTEE – 23 MAY 2013

EDUCATIONAL PROVISION FOR CHILDREN AND YOUNG PEOPLE OF THE GYPSY/TRAVELLER COMMUNITY

1 Recommendations

It is recommended that the Committee:

- 1.1 Approve the actions detailed in 2.3 to 2.11 outlining the ongoing development work in relation to the educational provision for children and young people of the Gypsy/Traveller community**

2 Background / Discussion

- 2.1 Aberdeenshire Council is committed to providing high quality educational experiences for all children and young people including those from the Gypsy/Traveller community. It is appreciated that not all members of the Gypsy/Traveller Community wish to access education provided by the Education, Learning and Leisure Service but the service strives to ensure that the education service is as accessible as possible.
- 2.2 The service has continued to develop its provision in line with the Education, Learning and Leisure Committee report Educational Provision for Children and Young People of the Gypsy/Traveller Community which was approved by the Education, Learning and Leisure Committee on the 8th December 2011 (Item 1, Page 1051). The purpose of this report is to detail progress to date and set out future priorities.
- 2.3 The Service Level Agreement with Grampian Regional Equality Council (GREC) to fund a Gypsy Traveller Liaison Worker has been maintained. The Liaison Worker has developed improved links with those individual schools where enrolments from the gypsy/traveller community are high. The Liaison Worker also provides advice and support to other schools as necessary.
- 2.4 Procedures are in place to ensure that when families move into Aberdeenshire or move within the Council they are contacted and educational provision discussed. This has ensured that families know how to contact local schools and the support available.
- 2.5 Guidelines for schools have been developed. These guidelines include advice on the use of the hand held education record 'My Learning Record' (Appendix 1), use of Initial Rapid Assessment Guide, transport arrangements and meeting support needs. A formal launch of the guidelines will take place early in session 2013/14. Implementation and evaluation of the guidelines will take place during session 2013/14.
- 2.6 SEEMIS, the school based management information system, has been adapted to allow schools to share information on performance of pupils. This

allows for more effective transition between schools. Future development of SEEMIS will allow for tracking of pupil progress.

- 2.7 A range of engagement events planned by the Gypsy Traveller Liaison Worker have taken place with representatives of the gypsy/travelling community. The provision of education was a focus of the recent Council wide Equalities Mapping consultation exercise.
- 2.8 National development of e-learning is continuing through the eLATES pilot in four Scottish authorities. The eLATES project is aimed at providing web based learning resources which are easily accessible on any web-based platform and through a range of technologies used by young people, their families and those responsible for their learning. The eLATES development team are currently consulting stakeholders on the form that web-based provision should take. ELL will engage with the eLATES programme after the pilot phase.
- 2.9 Draft priorities have been identified for session 2013/14 and are likely to include further consultation and engagement with the travelling community in relation to education provision, the development of resources to support children and young people in their learning while travelling, the use of new technologies and the provision of learning experiences at off site locations during set periods during the year.
- 2.10 The Service Level Agreement with Grampian Regional Equality Council (GREC) to joint fund Gypsy Traveller Liaison Worker post is continuing and will be reviewed during the coming session.
- 2.11 Head of Finance, the Monitoring Officer within Corporate Services and the Head of Human Resources and Organisational Development have been consulted on the contents of this report, and have no adverse comments.

3 Equalities, Staffing and Financial Implications

- 3.1 The December 2011 Multi Equalities Impact Assessment identified no negative impact. An equality impact assessment will be complete for actions planned for 2013/14.
- 3.2 There are no staffing or financial implications of this report. Priorities will be addressed through existing structures and within existing resources.

Maria Walker
Director of Education, Learning & Leisure

Report prepared by Audrey Hendry, Quality Improvement Officer
25 April 2013



Child's Name

Date of Birth

Hand-held Educational Record

ELECTRONIC VERSION - HAND-HELD EDUCATIONAL RECORD

Dear Parent

This Record of Education is for you to keep.

It will help in the continuation of your child's education by allowing schools or your child's tutor to give your child work at an appropriate level, as quickly as possible.

What to do:

- Take this record to school when you enrol your child or give it to your child's tutors
 - Ask for it to be filled in and given back to you before you leave
 - The new school or tutor will then contact your child's previous school or tutor to ask for any educational records
 - It will help if you can let the school or tutor know when you might move to allow them to keep this record up to date
 - Remember to collect this record, so that you can take it to your child's next school or tutor
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Dear School/Tutor

This record is aimed at assisting in the continuity of education for Gypsy Traveller Children

It should provide you with information on the educational progress of the child

It would be useful if you could complete the record, as far as possible, at:

- a) The time of enrolment or when you meet the child for the first time
- b) The time when the child leaves your school or period of tuition

The record will then be taken to the child's next school or tutor.

A copy should be kept for your records.

Council:		Name of School Or Tutor:		Address:	
Contact no:		Date Enrolled:		Leaving date:	
Class:		Class Teacher:		Head Teacher:	
Curricular Area	Scheme/Resources used			Level/ Place in Scheme	
<i>English Language</i>					
Phonics/Spelling					
Listening/Talking					
Reading					
5-14 Level Attained: <i>(Please circle)</i>		Date:			
A B C D E F					
Progress in working towards next level					
Writing					
5-14 Level Attained: <i>(Please circle)</i>		Date:			
A B C D E F					
Progress in working towards next level					
Mathematics					
5-14 Level Attained: <i>(Please circle)</i>		Date:			
A B C D E F					
Progress in working towards next level					
Environmental Studies					
Themes covered					
Health Education					
Comments:					

Information Technology		
Comments:		
Expressive Arts		
Comments:		
Religious and Moral Education		
Comments:		
Personal and Social Development		
Comments:		
Any other relevant comments including progress beyond 5-14		