



## REPORT TO GYPSY TRAVELLER SUB-COMMITTEE – 21 FEBRUARY 2018

### EDUCATIONAL PROVISION FOR CHILDREN AND YOUNG PEOPLE FROM GYPSY/TRAVELLER COMMUNITIES

#### 1 Recommendations

The Committee is recommended to:

- 1.1 Consider and comment on the update on educational provision for children and young people from Gypsy/Traveller communities.

#### 2 Discussion

- 2.1 Educational provision within Aberdeenshire for children and young people from Gypsy/Traveller Communities is based on a mixed model of delivery.

A report taken to Committee in September advised that priorities would be:

- In North Aberdeenshire: capacity building and training for school staff will take place in advance of the opening of the new seasonal site at Aikey Brae.
- In Central Aberdeenshire: investigate the capacity to increase the use of community facilities, dependent upon number of encampments.
- In South Aberdeenshire: continue with the development and delivery of flexible on-site education.

Across Aberdeenshire:

- Learning packs will be developed for use when children and young people are travelling.
- An Additional Support for Learning/Gypsy/Traveller network will be developed.
- The Library and Information Service will investigate developing provision for learners from Gypsy/Traveller communities.
- Colleagues from Education and CLD will continue to work together to develop appropriate provision for children and young people from Gypsy/Traveller communities.

Outcomes to be achieved within the short-medium term were:

- Staff from Education and Children's Services (ECS) will further develop positive relationships with families from Gypsy/Traveller communities.
- Flexible learning will be developed and delivered on site, as appropriate, as part of meeting learning needs for children and young people.
- Learning packs which can be self-supporting will be developed as integral to a mixed model of learning provision.

- Staff confidence and expertise at local schools will be developed through the delivery of staff training as part of Career Long Professional Learning (CLPL).
- Staff from Education and Children's Services (ECS) will continue to build on and develop partnership working to support families e.g. with the Gypsy Traveller Liaison Officer (GTLO) and appropriate working groups.
- Digital learning options will be explored in order to support digital inclusion.

2.2 The aims for session 2017/18 are:

- To further develop learning provision for children and young people from the Travelling Culture within Aberdeenshire based on a mixed model of delivery.
- To further develop partnership working to support families, children and young people from the Travelling Culture within Aberdeenshire.

2.3 Within North Aberdeenshire: Staff training is being delivered in schools as part of the preparation for Aikey Brae opening. A user friendly leaflet for families has been developed and will be available for Term 4 2018. It is intended to have this available for the opening of Aikey Brae. Colleagues from Equalities and Legal & Governance provided professional advice in developing this leaflet

2.4 Within Central Aberdeenshire: due to a decrease in the number of unauthorised encampments in session 2017-18; there has been no requirement for this training and information.

2.5 Within South Aberdeenshire; Learning sessions continue to be delivered on the North Esk site supporting children from pre-school to S4. The number of children and young people attending continues to be regular. Both the Gypsy Traveller Liaison Officer (GTLO) and the Education Support Officer (ESO) continue to build and maintain positive relationships with families and children.

2.6 Across Aberdeenshire: Learning packs have been developed for primary aged children who are not attending school. These can be used to support families when travelling or for children not attending schools. The learning packs contain a breakdown of the relevant Experiences and Outcomes from Curriculum for Excellence (CfE) to enable progress to be noted and to support children and staff plan next steps.

A learning pack for secondary Broad General Education (BGE) is being planned. The learning packs also serve a model for schools to use when providing learning resources to families when travelling. E-Learning is being investigated and developed.

The ESO, GTLO and teaching staff working with children and young people from a Gypsy/Traveller background provide support and advice to schools as appropriate e.g. enrolment, curriculum and family support, building a network of support and capacity with school colleagues. Links continue to be built with Library and Information Service. Partnership working with Community

Learning and Development, Early Years Team and the Bennachie Virtual School continues to develop.

2.7 Professional support:

- The refreshed Children Missing from Education (CME) guidance contains specific guidance relating to children from Gypsy/Traveller communities.
- Guidance regarding school registration and attendance is being developed with colleagues from Management Information System Support.
- The Scottish Government is due to publish national guidance on “Improving educational outcomes for children and young people from travelling cultures”. Following this, a short life working group will be set up to complete Aberdeenshire’s “Getting it right for children and young people from the Gypsy/ Traveller Community” guidance.

2.8 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and had no comments to make.

### 3 Scheme of Governance

3.1 This Committee is able to consider this item because it relates to a function of the committee to develop and approve Council policies and practices in respect of a) issues specific to Gypsies/Travellers, including their health, welfare, educational and housing needs, and b) unauthorised encampments.

### 4 Implications and Risk

4.1 An equality impact assessment has been carried out as part of the development of the proposals set out above. It is included as Appendix 1 and there is a positive impact as follows:

Developing and embedding inclusive practice using community learning approaches, to improve outcomes for young people and families from a Travelling Culture.

4.2 There are no staffing and financial implications as the following can be met from existing budgets

- Teacher time as part of flexible model of delivery to support children and young people out-with School (flexible on –site education).
- Generic learning packs to be produced.
- Capacity building as part of Career Long Professional Learning (CLPL) for teachers.
- Further Scottish Traveller Education Programme (STEP) training session planned.

4.3 The following Risks have been identified as relevant to this matter on a Corporate Level:

- Learning, Teaching and the Curriculum.

- Raising Attainment & Closing the gap; difficulty in sourcing data to measure and monitor the attainment gap.
- Digital Innovation.
- Services for children will more flexibly support children and families and are able to provide targeted intervention, where necessary, to provide the right support, in the right place at the right time.
- Difficulty in engaging with all stakeholders to support embedding inclusion, equity and empowerment.

<https://arcadia.ad.aberdeenshire.gov.uk/services/Documents/Business%20Services/HR+OD/Risk%20Management/Risk-Management-Review-31032017.pdf>

- 4.4 A Town Centre Assessment is not required because there will be no significant impact as a result of this Report on Town Centres.

**Maria Walker**  
**Director of Education & Children's Services**

Report prepared by Sandra Sutherland, Education Support Officer  
6<sup>th</sup> February 2018

**EQUALITY IMPACT ASSESSMENT**

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education and Children’s Services (ECS)
Section	Secondary Education Additional Support (SEAS)
Title of the activity etc.	REPORT TO GYPSY/TRAVELLER SUB-COMMITTEE – 21/02/2018 Educational provision for children and young people from Gypsy/Traveller communities
Aims of the activity	To develop educational provision for children and young people from Gypsy/Traveller communities.
Author(s) & Title(s)	S Sutherland, Education Support Officer (ESO). Ally Macleod, Housing Manager (Strategy).
Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Data gathered by Gypsy Traveller Liaison Officer (GTLO) regarding children and young people numbers from families camped on unauthorised encampments since April 2016 (based on information as of July 2017).  Data from SEEMiS - in session 2016-17, 43 children were enrolled in 15 schools identifying as White Gypsy/Traveller (June 2017).
Internal consultation with staff and other services affected.	The Additional Support Needs (ASN) Team facilitated a meeting in May 2017 at which the Scottish Travellers Education Programme (STEP) delivered an awareness raising session. Staff from a number of schools and partner agencies were invited to attend: HTs/DHTs from primary and secondary (3) CLD representatives (3) Development Officer Affordable Housing: Environmental Health Police Scotland, GLTO – Aberdeen City Council.
External consultation (partner organisations, community groups, and councils).	Parental engagement: ESO wrote educational questions for GTLO use. Feedback from conversation with families from G/T communities held by the GTLO and with ESO. Scottish Traveller Education Programme Event in May 2017. Article 12 presentation: June 2017.

<p>External data (census, available statistics).</p>	<p>The main source of data is the “Improving educational outcomes for children and young people from travelling cultures consultation”: Scottish Govt. 2017. e.g., As a group, Gypsy/Travellers” outcomes in terms of attainment and positive destinations are among the worst in Scottish education.</p> <p>2013/14 and 2014/15 leavers data, shows that 69.8% (59.6%) of leavers recorded as „White – Gypsy/Traveller” were in a positive follow-up destination, compared to 91.9% (91.0%) for all publicly funded secondary school leavers</p> <ul style="list-style-type: none"> <li>□ 2013/14 and 2014/15 leavers data, shows that:</li> <li>□ 28.1% (20.8%) of leavers recorded as „White - Gypsy/Traveller” left school with no qualifications at SCQF level 3 or higher, compared to 1.9% (1.6%) for all publicly funded secondary school leavers;</li> <li>□ 42.2% (41.5%) of leavers recorded as „White - Gypsy/Traveller” left school with 1 or more qualifications at SCQF level 5, compared to 84.7% (83.5%) for all secondary school leavers.</li> </ul> <p>An analysis of 2011 Census data presents some important education variables for Gypsy/Travellers age 16 plus compared to the general population:</p> <ul style="list-style-type: none"> <li>□ 50% of Gypsy/Travellers aged 16 and over had no qualifications14 compared to 27% of the population as a whole</li> <li>□ Only 16% of Gypsy/Travellers held Level 4 or above (degree) qualifications compared to 26% of the population as a whole</li> <li>□ 38% of Gypsy/Travellers age 16-24 were full-time students compared to 46% of the general population in this age group.( pp11-12)</li> </ul>
<p>Other (general information as appropriate).</p>	<p>ScotXed data</p>

Stage 3: Evidence Gaps.	
<p>Are there any gaps in the information you currently hold?</p>	<p>Yes, it is not possible to accurately record the number of children from Travelling Cultures within Aberdeenshire as not all families from a Travelling Culture will identify this. This has been noted in the “ Improving educational outcomes for children and young people from travelling cultures consultation” : Scottish Govt. 2017</p> <p>“Although it is not possible to obtain from published statistics the actual number of Travellers attending school (see “a note about statistics” above), the numbers of children and young people who are ascribed to the ethnic group “White Gypsy/Traveller” enrolled in schools is increasing year on year. In 2011, 737 Gypsy/Traveller children and young people were enrolled in schools (558 in Primary Schools and 171 in Secondary schools), compared to 1,060 Gypsy/Traveller children and young people enrolled (812 in Primary and 228 in Secondary) in 2015. It is not known whether the increase is due to a growth in the Traveller population in Scotland, or because of an increased engagement with school education, or both.” (p12)</p> <p>There is a lack of information regarding some protected characteristics e.g. “Sexual orientation – (includes Lesbian/ Gay/Bisexual) Gender reassignment – (includes Transgender) Marriage and Civil Partnership”.</p> <p>Continue to work with partners e.g. Health, STEP, Article 12.</p>

Stage 4: Measures to fill the evidence gaps.		
<p>What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.</p>	Measures:	Timescale:
	Further analysis of the data gathered by the GTLO. Further analysis of data recorded within SEEMiS.	August - September 2017
	Further engagement with families.	Ongoing
	Orientation for teaching staff and appropriate school leaders.	Ongoing
	GREC is undertaking an audit of provision.	tbc

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting “yes” in the applicable box/boxes below.

	Positive	Negative	Neutral	Unknown
Age – Younger	Yes			
Age – Older			Yes	
Disability			Yes	
Race – (includes Gypsy Travellers)	Yes			
Religion or Belief			Yes	
Gender – male/female	Yes			
Pregnancy and maternity			Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			Yes	
Gender reassignment – (includes Transgender)			Yes	
Marriage and Civil Partnership			Yes	

Stage 6: What are the positive and negative impacts?

Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe	Improving educational opportunities for children and young people from Travelling Cultures	
	Raise attainment for all children and close the poverty-related attainment gap.	
	Ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels.	



those affected.	<p>Parental engagement</p> <p>Parental engagement focuses on ways in which parents and carers, families and professionals work together to support children’s learning.</p> <p>Positive impacts taken from National Improvement Framework</p> <p><a href="http://www.gov.scot/Resource/0051/00511513.pdf">http://www.gov.scot/Resource/0051/00511513.pdf</a></p>	

**Stage 7: Have any of the affected groups been consulted?**

<p>If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?</p>	<p>Presentation and awareness by Article 12 in June 2017; Woodhill House.</p> <p>Visits by GTLO to private /unauthorised sites and consultation/conversation with families.</p> <p>Visit to private site by ESO and consultation and conversation with families.</p> <p>Grampian Regional Equality Council (GREC) is undertaking a consultation via The Gypsy/Traveller Interagency Group.</p>
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**Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?**

	Mitigating Steps	Timescale
<p>These should be included in any action plan at the back of this form.</p>	n/a	n/a

Stage 9: What steps can be taken to promote good relations between various groups?

These should be included in the action plan.

GTLO liaises regularly with ESO, ESO has met with several families and intends to continue to meet with other families on sites.

Capacity building will take place for staff at local schools for opening of new seasonal site at Aikey Brae.  
GTLO and ESO will meet with parents/families.

Session 2017-18

Further guidance for schools staff :

The refreshed Children Missing from Education (CME) guidance will contain specific guidance relating to children from Gypsy/Traveller communities.

Investigate guidance to be issued to schools regarding school registration.

Getting it right for children and young people from Gypsy/Traveller Community guidance – continue with updating the guidance.

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

The outcomes sit within the National Improvement Framework priorities:  
 Raise attainment for all children.  
 Ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).

Monitoring systems : SEEMiS , data gathered by GTLO  
 Feedback from families  
 Outcomes set out in the main report.

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	<p>The aim of this report is to promote inclusive practice using community learning approaches, to improve outcomes for young people &amp; families from a Travelling Culture.</p> <p>Embedding inclusion, equity and empowerment.  <a href="https://education.gov.scot/what-we-do/Embedding%20inclusion,%20equity%20and%20empowerment">https://education.gov.scot/what-we-do/Embedding%20inclusion,%20equity%20and%20empowerment</a></p>	
	2	<p>Negative Impacts have been identified, these can be mitigated - please explain.            * Please fill in Stage 13 if this option is chosen.</p>
	3	<p>The activity will have negative impacts which cannot be mitigated fully – please explain.            * Please fill in Stage 13 if this option is chosen</p>

\* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

n/a

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	ECS: Secondary Education Additional Support (SEAS)	
	2) Title of Policy/Activity	REPORT TO GYPSY TRAVELLER SUB-COMMITTEE – 6 SEPTEMBER 2017  Educational provision for children and young people from Gypsy/Traveller communities. (if appropriate)	
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Sandra Sutherland Position: Education Support Officer Date: Signature:	Name: Alexander Macleod Position: Housing Manager (Strategy) Date: Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Anne Marie Davies Date:	
	5) Authorisation by Director or Head of Service	Name: Position: Date:	Name: Position: Date:
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.	Date:	
	7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk	Date:	

(Equalities team to complete)

Has the completed form been published on the website? YES/NO

Date:

Action Plan						
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications	
Further data analysis of current GTOC data	August 2017	September 2017	Sandra Sutherland Jennifer Macrae	Increased use of data to inform learning provision eg identify patterns of stays, identify school clusters which have the largest number of families staying.  Increased use of data to inform learning provision.	Officer time	
Further data analysis of SEEMiS data	Ongoing; Session 2017-18	Session 2017-18	Sandra Sutherland	<b>(SEEMiS</b> Group is an Education Management Information System (MIS) provider. As the standard MIS within Scottish Education, all local student data is processed and managed by <b>SEEMiS</b> software offering interfaces with external agencies such as ScotXEd and SQA).	Officer time	
Further engagement with families.	Ongoing; Session 2017-18	Session 2017-18	Sandra Sutherland Jennifer Macrae	Increased parental engagement which is “recognised in the <a href="https://www.education.gov.scot/scottish-education-system/policy-national-improvement-framework">National Improvement Framework</a> as one of seven key drivers in achieving excellence and equity in Scottish education”  <a href="https://www.education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning">https://www.education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning</a>	Officer time Travel costs	
Support for schools:  Orientation for teaching staff and appropriate school leaders	October 2017 onwards; session 2017-18	Session 2017-18	Irene Sharp QIO:ASN Sandra Sutherland	Increased partnership working with STEP. Awareness raising and increased staff familiarisation with Gypsy/Traveller Community traditions and culture. Increased staff confidence, including school leadership, in teaching and supporting pupils from Gypsy/Traveller Community.	Cost for STEP staff delivering training. Staff costs to attend training.	

Support for schools :Orientation for teaching staff and appropriate school leaders	October 2017 onwards; session 2017-18	Session 2017-18	Sandra Sutherland Jennifer Macrae	Capacity building will take place for staff at local schools for opening of new seasonal site at Aikie Brae. GTLO and ESO will meet with parents/families	Cost for STEP staff delivering training. Staff costs to attend training. Staff costs to attend specific orientation
Support for schools :Orientation for teaching staff	Ongoing: Session 2017-18 2018-2019	Session 2018-2019	TBC	Developing an Additional Support for Learning/Gypsy/Traveller network i.e. with each cluster identifying a teacher to be part of the network.	Cluster staff costs to attend orientation.
Support for schools	Ongoing: Session 2017-18	Session 2017-18	Neil Smillie	Refreshed Children Missing from Education (CME). Build capacity within school eg Increased staff confidence, including school leadership, in teaching pupils from Gypsy/Traveller Community	Officer time and consultation with colleagues
Support for schools	Session 2017-18	Session 2017-18	Irene Sharp, Gillian Milne	Investigate guidance to be issued to schools regarding school registration. Increased use of SEEMiS to support schools and families.	Officer time and consultation with colleagues
Support for schools	Session 2017-18	TBC	TBC	Getting it right for children and young people from Gypsy/Traveller Community guidance – continue with updating the guidance. Build capacity within school eg Increased staff confidence, including school leadership, in teaching pupils from Gypsy/Traveller Community	Staff time, travel costs, if necessary.
Use of research from GREC	TBC	TBC	TBC	The information from GREC's audit and research will inform partnership working and support further development of family engagement and learning provision.	TBC

