

Education and Libraries Action Plans

Name of Group / Team CHILDREN AND YOUNG PEOPLE - ACCESS TO EDUCATION	Action plan /Objective	Specific action to be taken	Allocation of responsibility
Access To Education	Improve race awareness in the department and in schools and take steps to minimise discrimination against vulnerable pupils.		
Access To Education	Raise the attainment of children and young people in public care, pupils from ethnic minorities, Travellers' children, asylum seekers and refugees and sick children (see individual plans for attainment targets).		
Access to Education - Home tuition support service - HTSS	To involve children, young people and their parents/ carers in developing services that ensure equity and equality of access	Engage in using a variety of ways to ensure educational provision for Years 10 and 11 pupils. E.g. Connexions, Home Tuition Service, LAC. Traveller Education Service Maintain high level of contact with parents of EAL pupils at school.	

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Access to Education - EALS	Maintenance of access and where necessary, improved access, to learning of pupils with English as an additional language, including Early Years children, asylum seekers and refugees.	Engage in using a variety of ways to ensure educational provision for Years 10 and 11 pupils. E.g. Connexions, Home Tuition Service, LAC. Traveller Education Service Maintain high level of contact with parents of EAL pupils at school.	Head of Service
Access to Education - EALS	Improved educational attainment of EAL pupils, including asylum seekers and refugees.	Identify schools showing evidence of good practice so as to gather this and disseminate it to all, using the internet, intranet and ezone Provide support to schools to increase the number of EAL pupils achieving GCSE grade A*-C in their home language	Head of Service
Access to Education - EALS	Involvement in the County's policy to combat racism.	Support the monitoring of racist incidents in schools and playgroups/nurseries using the County monitoring form, pupil surveys and via the ethnic communities Work with community groups and district and borough councils to promote racial harmony in the area and greater involvement of ethnic minority parents and children in their education and career/FE	Head of Service

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Access to Education - EALS	Contribution to the setting and achievement of NC targets for EAL pupils.(With particular focus on Bangladeshi Pupils)	Help schools identify underachieving ethnic minority pupils at an early stage through use of established assessment procedures. Focus work on target setting and target getting for end of key stage NC attainment targets. All mainstream secondary schools will be entering pupils for mother tongue GCSE.	Head of Service
Access to Education - EALS	Maintain links between the LEA and ethnic minority communities and related organisations.	Work with community groups and related voluntary organisations to promote racial harmony in the area and greater involvement of ethnic minority parents and children in their education and career/FE choices Share good practice with other LEAs	Head of Service
Access to Education - EALS	Improved awareness of cultural diversity across the Education Department and in schools.	Develop an Early Years assessment pack to be used by Reception staff in schools. Continue to support schools with initiatives that value diversity and support literacy To support the work of the LEA Equalities Advisor, work with schools to promote cultural diversity and combat racism. Support the County's efforts to promote equal opportunities and effective ways of combating of racism in schools.	Head of Service

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		Update information via web for comprehensive links/resource listings re multi-cultural curriculum.	
Access to Education - EALS	Improved security of full-time provision for EAL children.	Continue to work with support organisations such as “Sussex Downs College”, Pestalozzi and “Sure Start” Liaise with Schools, parents/carers, Social Services and School Admissions to expedite access to appropriate education; particularly for asylum seekers and refugees. Obtain a school place for newly arrived pupils within 2 school weeks of initial awareness.	Head of Service
Access to Education - EALS	Include equality issues in the training and personal development of EALS staff.	Identify training needs in areas such as: child protection, race equality and issues concerning disability, gender, age, religion and sexual orientation.	Head of Service

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Access to Education - EALS	To participate in, and support County strategies that support anti-discrimination practice.	Follow relevant LEA and corporate initiatives associated with equality issues and disseminate information to Service staff.	Head of Service
Access to Education: Education Welfare Service	To raise levels of education attainment of vulnerable pupils through increased levels of attendance.	5. Improve the interagency tracking and support for vulnerable children and young people.	Brenda Collins/Reece Buckley
		6. To improve race equality in schools and libraries	Brenda Collins/Reece Buckley
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Access to Education - TEST	Ensure that the LAC Service is actively involved in promoting equal opportunities and valuing diversity.	Include equal opportunities and diversity training to work with schools and carers. Use of the racial incident report forms as appropriate. Ensure that any provision directly arranged for LAC uses materials which reflect and celebrate diversity	

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Access to Education - Traveller Education Service	Advise schools in meeting their obligations under the RRA 2000		
Access to Education - Traveller Education Service	Improve race equality practice in schools and race awareness in the wider community		
Access to Education - Traveller Education Service	Improved policy and practice in schools in respect of their obligations under the RRA	Contribute to equalities training in identified schools as required together with Equalities Advisor Individual advice to school prior to admission of pupils Work with advisors at Cfbt re curriculum enrichment Cfbt advisors promote materials in schools	
Access to Education - Traveller Education Service	Improve relationships between local communities and Travellers Improve community awareness of Traveller history and culture	Provide information/create pictorial displays/arrange events in local settings halls etc	
Access to Education - Traveller Education Service	Promote the use of county's racist incident reporting form with schools and families		

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Early Years Development and Child care - EYDCP	To secure the inclusion, high achievement, and equality of opportunity and regard for all children in early years and childcare settings..		
Early Years Development and Child care - EYDCP	Contribute to ensuring that all sectors of the community have equal access to childcare and early years services	Encourage and promote multi-disciplinary working at practitioner and strategic levels (bringing together health, education and social services with providers and parents) focussing on issues of equality, inclusion and cohesion. Commission a county wide survey looking at existing practice and services (including health, education and social services) for vulnerable children in the early years and identify possible improvements. Further develop knowledge and training re vulnerable groups e.g. training to include Race Relations Amendment Act, use of persona dolls and emotional literacy Link with London University to develop strategies to recognise, encourage and disseminate good practice and quality education and play across East Sussex.	

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Early Years Development and Child care - EYDCP	Ensure that the partnership has an effective equalities strategy	Develop and promote partnership working with parent/carers and input into strategic developments. Consider efficient ways of rationalising existing funds to support inclusion in the early years. Continue to disseminate East Sussex's training and materials and good practice to other LEAs using Libraries	
Early Years Development and Child care -KITES	Ensure understanding and maintenance of the Equal Opportunities Policy		
Early Years Development and Child care -KITES	Ensure understanding of Data Protection Act and other legislation, such as Race Relations Act and Disability Discrimination Act		
Psychology and Learning	To support and challenge schools and settings in raising the achievement of all children and young people; especially those who are vulnerable		

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Psychology and Learning	To promote the safety, well being and participation of children and young people in the context of inclusive schools and communities		
Psychology and Learning	To develop and enhance joint working arrangements with all key partners in order to provide more effective preventative and early intervention strategies		
Psychology and Learning	To evaluate the impact anti-discriminatory practice through the participation of users of PAL services		
Psychology and Learning	To participate in LEA strategies and initiatives that set out corporate expectations and challenge in relation to anti-discrimination practice with particular reference to race, disability and bullying		

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Psychology and Learning - Service For Children With Sensory Needs	To involve children, young people and their parents/ carers in developing services that ensure equity and equality of access.		
Psychology and Learning - Parent Link	Participate in and support LEA in activities relating to information and support re statutory processes relating to early identification and effective preventative strategies	Participation in training and information sessions for parents and schools	
Psychology and Learning- Parent Link	Collate examples of good practice through case work (resolution of difficulties). Create case studies for sharing	Record good practice re resolution of bullying, inclusion each week Work collaboratively with anti bullying and E Lit campaigns	
Psychology and Learning- Parent Link	Resources regarding concerns over safety, inclusion and bullying available to help line personnel/ parents	Record incidents where parents feel child at risk/not included weekly and fed into LEA data collection systems	
Psychology and Learning - Language Support Service	To improve the use of data and statistics to inform service delivery and evaluation	Use information about ethnicity to ensure equality of access to provision	

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Psychology and Learning -Education Psychology Service	Support and challenge schools and settings in raising the attainment and achievement of all children and young people particularly those who are vulnerable.	<p>Promote and support the development of collaborative working arrangements across support services, schools and agencies in order to maximise the use and effectiveness of service resources to schools and communities of schools.</p> <p>In collaboration with other relevant services/agencies design and deliver training and support programmes to schools and settings that reflect, develop and enhance inclusive practices.</p> <p>Particular support to be provided to the roll-out of programmes that focus on:</p> <ul style="list-style-type: none"> Inclusion and inclusive practices Language and Learning Emotional Literacy Transitional planning and support Teaching and Learning styles Use of e-learning as a tool to support vulnerable children and young people. Positive management of behaviour 	

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Psychology and Learning-Education Psychology Service	Promote and enhance the safety, well-being and participation of children and young people in the context of inclusive schools and communities	<p>In collaboration with other relevant services/agencies design and deliver training and support programmes to schools and community settings that highlight the links between safety and well-being with improvements in educational attainment and achievement.</p> <p>Particular support to be given to the ongoing development of programmes that focus on:</p> <ul style="list-style-type: none"> Disagreement resolution and conciliation Family learning to include parenting programmes and support. Anti-bullying strategies and programmes within the KS3 Attendance & Behaviour strand Personal safety programmes Peer mediation training and support programmes. Emotional Literacy programmes Contribution to CP training programmes as appropriate 	
Psychology and Learning -Education Psychology Service	Improve practice in respect of equality issues and equal opportunities	<p>Improve data analysis measures to ensure the equity and quality of service deployment to target resources appropriately to meet identified need.</p> <p>Training to schools and early years settings to promote equal opportunities and access and to value difference and diversity within an inclusive culture. This to be implemented in partnership with other relevant services.</p>	

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Psychology and Learning -Early years Service	To develop a new service model for the Playlink Service, which builds on existing good practice in terms of community involvement and multi-disciplinary links whilst addressing factors such as sustainability, equity of provision and targeting of 'hard to reach' groups.	Develop new model of service delivery for Playlink in collaboration with multi-disciplinary colleagues and local community groups. Provide intensive training support programme to empower Playlink staff in implementing new methods of working	
Psychology and Learning -Early years Service	Increase skill base and confidence of team members by providing:-a rolling programme of training in core areas i.e. child protection training, lifting and handling, risk management, race equality issues, health and safety etc.	Identify core topics, speakers & venues. Liaise with multi-disciplinary colleagues, PAL colleagues and EYDCP in terms of advantages of collaboration in this area	
Youth Devilmnt Service	To ensure all deliverers have plans to provide a range of opportunities to meet the needs of young people those with special needs and BME groups of young people	Set minimum requirements. Promote examples of good practice. Research and disseminate data. Establish young peoples forums of specific issue groups Introduce quarterly monitoring and monthly reporting systems	

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Name of Group / Team CHILDREN AND YOUNG PEOPLE - SEN	Monitor key indicators in relation to ethnic groups Identify areas where the service could be improved Monitor the provision and performance of LAC Monitor placement for pupils out of school		1. Steve Jarvis 2. Lynne Bayes 3. Pippa Smith 4. Sue Tait