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Hampshire EMTAS is a dedicated multi-ethnic, multilingual team with over 20 years’ experience of working closely with Hampshire schools to remove barriers and inequalities in attainment and achievement.

By working alongside you and using our specialist knowledge and skills, we can help your school to improve educational outcomes for children and young people from Black, Minority Ethnic (BME) and Traveller heritages, including those at various stages of acquiring English as an additional language (EAL).

Nationally recognised for our innovative approaches we provide expert advice, guidance and training to help raise attainment and close any performance gap for children and young people from BME and Traveller groups. We are constantly developing new ways of working with pupils and understand the importance of fostering open and productive relationships with schools, parents, carers, children and young people. Our approach is flexible and responsive, giving you the right level of support as and when you need it. The April 2014 Ofsted Inspection report of Hampshire services for children in need of help and protection, children looked after and care leavers, recognised EMTAS as ‘exemplary provision’.

All our work is underpinned by the United Nations Convention on the Rights of the Child (UNCRC), particularly Articles 3, 22, 29 and 30, and is supported by continuous professional development and enhanced DBS (Disclosure and Barring) checks.

Core services we offer:

- Baseline assessment (Profile Report) for children and young people at point of transfer into their new UK school.
- Where appropriate, in-class support for children and young people for whom English is an additional language.
- A full range of services to improve access, engagement and participation of Traveller children, young people and parents/carers.
- Advice and training for teachers, senior leadership teams, EAL Co-ordinators, GRT Co-ordinators, Governors, Teaching Assistants and Office staff on all aspects of pedagogy, practice and provision for children at various stages of learning English as an additional language and their families.
- OFSTED guidance, advice and training on closing gaps between the performance of Black and Minority Ethnic children, including Gypsy, Roma and Traveller children, and others.
- EMTAS Specialist Teacher advice and support.
- Guidance on the delivery of the Hampshire Young Interpreter Scheme® and/or New Arrival Ambassador Scheme.
- Resources: loan of books, dictionaries, Persona Dolls and artefacts.
- Training: teachers, support staff and governors.
- Phone line services for parents and practitioners in key languages.
- Access to the EMTAS EAL/SEN and Traveller advice phone line services.
- EMTAS e-learning modules.
- Termly network meetings.
Our Service Commitment

At EMTAS, we are committed to providing an accessible and responsive service and aim to respond to queries within 3 working days.

Office hours: 8am to 5pm, Monday to Friday
Main office tel: **01256 330195**
General email: emtas@hants.gov.uk

Out of hours, including school holidays, we operate a voicemail service and response times may be longer.

Referral of children and young people to EMTAS

Referrals can be made using the Year R, New Arrival or Traveller referral forms on the EMTAS website.

Once you have made a referral, you will receive an email acknowledgement within 1 working day. A member of staff will contact you within 10 working days to plan a package of support and arrange a start date.
This service specification was created in consultation with Primary schools and includes as core those services which Head Teachers use and value the most.

### Article 30 United Nations Convention on the Rights of the Child

**Children of minorities**
Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

### Supporting New Arrivals in the Primary Phase

**Children learning English as an Additional Language**
We work with schools to support children and young people for whom English is an Additional Language at point of transfer into a new school. At the current time we are able to support children and young people bilingually at point of transfer into a new school in over 25 different languages. Where a Bilingual Assistant (BA) sharing the same language as the child is not available, an experienced and specially trained BA who speaks a different language may carry out the assessment and support. An interpreter can be present at one of the 2 initial meetings and for further support with communication if necessary. Please contact EMTAS for languages currently available.

**Our new arrivals support package comprises the following:**
- 2 x visits from a Bilingual Assistant (BA) or Specialist Teacher (ST) to include assessment of first language and early progress in acquisition of English. These visits include 2 sessions of initial support for the pupil as well as bespoke advice and guidance. Wherever possible, this includes contact with parents/carers. For Asylum Seeker children a Specialist Teacher Adviser will visit to provide bespoke advice and guidance at the start of support.
- Compilation of a Profile Report. This provides a range of information such as educational, cultural and linguistic background, achievement in first language and English and recommendations for support strategies specific to the needs of the pupil.
- Up to 5 further visits from a Bilingual Assistant which can include in-class support, mentoring support, a story/empathy session, interpreting during meetings with parents/carers and short translations by arrangement. Support allocation is identified according to need.
- For Asylum Seekers and Refugees, schools can access up to 10 further sessions of support per pupil. Support allocation is identified according to need.
- Training workshop delivered by a specialist teacher to equip staff with practical classroom support strategies. Training can be tailored to the needs of your school and can be delivered as a whole-staff session or to smaller groups of key staff.
- Loan of dual language books and resources.

To monitor each child’s progress as they settle into their new school and to identify any concerns so we can work with schools to address these, EMTAS will contact you to arrange a check-up between 3 and 6 months after the end of the child’s initial support visits. For support for Year R pupils please see our website.
Supporting children from Traveller backgrounds

EMTAS provides a range of services to support schools to meet the needs of children from Traveller backgrounds including Gypsy, Roma, Travellers of Irish heritage, Showmen, Circus and New Travellers. Services include:

- **2 x visits from a Traveller Teaching Assistant (TTA)** to include observation of a pupil, contact with parents/carers, support and compilation of Profile Report.

- Up to 5 further visits from Traveller Teaching Assistant which can include in-class support and mentoring together with regular advice and guidance for staff working with a Traveller pupil. Support allocation is identified according to need.

- Bespoke transition programme for Traveller pupils between KS1 and KS2 to support integration and retention. Individualised transition programme for Traveller pupils moving from primary to secondary school. To monitor each child’s progress and to identify any concerns so we can work with schools to address these, EMTAS will contact you to arrange a check-up between 3 and 6 months after the end of the child’s initial support visits.

- An **EMTAS Education Adviser** to support admission into school, to provide a link with parents/carers and communities and to provide advice and guidance on settling in, induction and transition. Support allocation is identified according to need.

- An **EMTAS Education Adviser** to help develop inclusive approaches, foster positive relationships and identify opportunities within the curriculum to value and promote Traveller culture. This may include:
  - Advice to schools on expected periods of absence for GRT fairs and events, how to respond and how to accurately record on SIMS.
  - Support and advice on flexi-schooling, dual schooling and attendance issues.

- Facilitation of multi agency meetings to support pupil’s attendance and achievement.

- Work with school to plan and deliver schemes of work celebrating Gypsy Roma Traveller History Month (GRTHM), Traveller Horse Fairs and cultural events. (Supporting English, Art, Drama, Music, Food Tech, History, SMSC, PSHE & British Values)

- Coordination of services with school SLT, staff and other EMTAS support staff to ensure cohesive and effective support strategies.

- Advice on appropriate resources for use in school and classroom and provide training and guidance on use.

- Support with curriculum planning and implementation.

- Advice on distance learning materials to support those pupils travelling.

- Support for pupils from Showmen background who are on school roll whilst they are travelling.

- Supporting schools to build strong links with parents/carers.

- Awareness-raising of GRT cultures through training and events

Mediation service by Council of Europe trained and accredited mediator to support resolution of concerns and issues between school and community.

Supporting BME and Traveller parents/carers

EMTAS recognise the important role that parents and carers play in their child’s education and we offer a number of services to help and support parents. EMTAS is an innovative service provider which constantly seeks to develop strategies for support and inclusion to benefit child, school and family. EMTAS also provides a number of bespoke programmes to support parents which are available at an additional cost.

- Advice and guidance on engaging parents/carers from BME and Traveller heritages, using a range of media.
Liaison between parents/carers and school, particularly where English is not spoken at home or where home/school links have broken down.

Facilitating links and contact with communities who may be hard to reach or difficult to engage.

Access and signposting to family learning groups specialising in how parents/carers can support their child’s education at home.

Phone line and signposting services for parents/carers and practitioners available in a range of languages including (at time of print) Nepali, Polish, Portuguese, Turkish, Bulgarian, Spanish, Chinese, Romanian and Arabic. The phone lines run at various times during the week as advertised on our website: www.hants.gov.uk/emtas

Education for All information DVD available for parents/carers from Traveller communities.

General information and advice for parents/carers and pupils on our website: www.hants.gov.uk/emtas

Supporting whole school development

EMTAS Specialist Teacher advice and support

Our Specialist Teachers support schools individually or in clusters. They provide guidance and support with:

- Training your Ethnic Minority Achievement (EMA), EAL and GRT coordinator in school.
- Training sessions for any combination of staff focusing on aspects of pedagogy, practice and provision in relation to BME, GRT and EAL learners. Sessions can focus on
  - Practical classroom strategies for supporting new arrivals including those for whom English is an additional language.
  - Awareness raising session to introduce staff to Traveller cultures and background.
  - Classroom strategies to support more advanced learners of English as an additional language.
  - Conference session for small groups of key staff led by an EMTAS Specialist Teacher. This offers the opportunity to discuss the support needs of an individual pupil in depth.
  - Termly network meetings to share ideas and disseminate good practice.
- Data analysis and tracking by ethnicity and language.
- Working with school-based staff to identify and overcome barriers to learning thereby closing the gap for BME and Traveller pupils.
- Setting challenging targets for BME and Traveller pupils based on individual need.
- Implementing targeted and specialist interventions, programmes and training to raise BME and Traveller achievement which may include:
  - Advanced EAL Learners programme to support EAL learners in developing their use of academic language.
  - Gypsy Roma Traveller Achievement Programme (GRTAP) – raising attendance, progress, attainment and ascription levels of Traveller pupils.

A more comprehensive list of training is available.
https://learningzone.hants.gov.uk/

- Telephone consultation for discussion and advice where there are concerns about a pupil’s progress.
- Half day visit from a Specialist Teacher to facilitate setting up of the Young Interpreter Scheme® and/or New Arrival Ambassadors training of pupil interpreters and/or ambassadors in your school. This can also be delivered to groups or clusters of schools (see additional services). More details about both schemes can be found in Part 3 and on the EMTAS website.
- In addition, a Specialist Teacher can work with lead staff in your school to carry out a monitoring visit, evaluating practice and provision in relation to ethnic minority groups. Following their visit, you can request a written report detailing good practice and identifying areas for development.
Resources

- Free loan of resources such as talking picture dictionaries, dual language books, story sacks, specialist Traveller resources.
- Free loan of Persona dolls representing some of the many cultural and linguistic heritages of children in Hampshire schools. Each doll comes with his or her own bag of special objects and belongings. Guidance is included on ways the dolls can be used, for example to welcome new arrivals and enhance children’s understanding of diversity through guided exploration of cultural similarities and differences.
- Access to the EMTAS website which has a number of free resources to download www.hants.gov.uk/emtas
- Keep up to date, follow us on @HampshireEMTAS @YIscheme

Moodle
Access to the EMTAS Moodle which provides further support with:
- Developing your Young Interpreters.
- ICT resources and ideas to support EAL learners.
- Supporting English as an Additional Language (SEAL) Course.
- Presentations and resources following EMTAS termly network meetings.
- Staff training through our suite of online EAL e-learning modules.

Additional services available to Primary Schools

- Full delivery of Young Interpreter Scheme® and/or New Arrival Ambassador Scheme training to pupil groups plus training of coordinator.
- Multilingual storytelling.
- Digital storytelling using ICT to capture fiction and non fiction in a digital format e.g. greenscreening, stop animation, photostory.
- Taster lessons in different languages for children and staff.
- Specialist Teacher co-delivery of Language in the Curriculum (LinC): a program to support advanced EAL learners in the primary phase, delivered collaboratively with school staff. Can be used as an opportunity for CPD.
- Persona doll sessions for Early Years and Key Stage 1 classes and groups, delivered by EMTAS practitioner.
- Introduction to Interpreting in Education for bilingual adults.
- Parenting support sessions delivered in first language by EMTAS practitioner (subject to availability).
- Parents/Carers events to enhance parental engagement.
- Resource development – such as schemes of work to include and celebrate different cultures including Traveller cultures.
- Specialist accredited Masters level module in Teaching English as an Additional Language (TEAL) for teachers, delivered in conjunction with the University of Winchester.
- Supporting English as an Additional Language (SEAL) for Teaching Assistants.

Please note that these services are supplemental to the SLA and therefore chargeable. Please contact EMTAS for a current price list.
Part 2: EMTAS Service specifications for Secondary Schools

**Article 30 United Nations Convention on the Rights of the Child**

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**Supporting New Arrivals**

**Pupils learning English as an Additional Language**

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**Our new arrivals support package comprises the following:**

- 2 x visits from a Bilingual Assistant (BA) or Specialist Teacher (ST) to include assessment of first language and early progress in acquisition of English and initial support. Wherever possible, this includes contact with parents/carers. For Asylum Seeker children and young people a Specialist Teacher Adviser will visit to provide bespoke advice and guidance at the start of support.
- Compilation of a Profile Report. This provides a range of information such as educational, cultural and linguistic background, achievement in first language and English, future aspirations and recommendations for support strategies.
- Up to 5 further visits from a Bilingual Assistant. It can comprise in-class support, induction programme, mentoring support, interpreting during meetings with parents/carers and short translations by arrangement. Support allocation is identified according to need.
- For Asylum Seekers and Refugees, schools can access up to 10 further sessions of support per pupil. Support allocation is identified according to need.
- Loan of books and resources including key texts in translation (subject to availability).
- Training workshop to equip students and subject teachers with practical classroom support strategies.

To monitor each child’s progress as they settle into their new school and to identify any concerns so we can work with schools to address these, EMTAS will contact you to arrange a check-up between 3 and 6 months after the end of the child’s initial support visits.

**Supporting children from Traveller backgrounds**

EMTAS provides a range of services to support schools to meet the needs of children and young people from Traveller backgrounds (including Gypsy, Roma, Travellers of Irish heritage, Showmen, Circus and New Travellers). Services include:

- 2 x visits from a Traveller Teaching Assistant (TTA) to include observation of a student,
contact with parents/carers, support and compilation of Profile Report.

- Up to 5 further visits from a Traveller Teaching Assistant which can include in-class support and mentoring together with regular advice and guidance for staff working with a Traveller student. Support allocation is identified according to need.

- Individualised transition programme for Traveller students from primary to secondary school.

- To monitor each child’s progress as they settle into their new school and to identify any concerns so we can work with schools to address these, EMTAS will contact you to arrange a check-up between 3 and 6 months after the end of the child’s initial support visits.

- An EMTAS Education Adviser to support admission into school, to provide a link with parents/carers and communities and to provide advice and guidance on settling in, induction and transition. Support allocation is identified according to need.

- An EMTAS Education Adviser to help develop inclusive approaches, foster positive relationships and identify opportunities within the curriculum to value and promote Traveller culture. This may include:
  - Advice to schools on expected periods of absence for GRT fairs and events, how to respond and how to accurately record on SIMS.
  - Support and advice on flexi-schooling, dual schooling and attendance issues.
  - Facilitation of multi agency meetings to support pupil’s attendance and achievement.
  - Work with school to plan and deliver schemes of work celebrating Gypsy Roma Traveller History Month (GRTHM), Traveller Horse Fairs and cultural events. (Supporting English, Art, Drama, Music, Food Tech, History, SMSC, PSHE & British Values)
  - Coordination of services with school SLT, staff and other EMTAS support staff to ensure cohesive and effective support strategies.
  - Advice on appropriate resources for use in school and classroom and provide training and guidance on use.
  - Support with curriculum planning and implementation.
  - Advice on distance learning materials to support those pupils travelling.
  - Support for pupils from Showmen background who are on school roll whilst they are travelling.
  - Supporting schools to build strong links with parents/carers.
  - Awareness-raising of Traveller culture through training and events.

Mediation service by Council of Europe trained and accredited mediator to support resolution of concerns and issues between school and community.

Supporting BME and Traveller parents/carers

EMTAS recognise the important role that parents and carers play in their child’s education and we offer a number of services to help and support parents. EMTAS is an innovative service provider which constantly seeks to develop strategies for support and inclusion to benefit child, school and family. EMTAS also provides a number of bespoke programmes to support parents which are available at an additional cost.

- Advice and guidance on engaging parents/carers from BME and Traveller heritages using a range of media.

- Liaison between parents/carers and school, particularly where English is not spoken to home or where home/school links have broken down.

- Facilitating links and contact with communities who may be hard to reach or difficult to engage.

- Access and signposting to family learning groups specialising in how parents/carers can support their child’s education at home.

- Phone line and signposting service for parents/carers and practitioners available in a range of languages including (at time of print) Nepali, Polish, Portuguese, Turkish, Bulgarian, Spanish, Romanian, Chinese and Arabic at key points during the week. Times are advertised on our website: www.hants.gov.uk/emtas.
Education for All information DVD available for parents/carers from Traveller communities.

General information and advice for parents/carers and students on our website www.hants.gov.uk/emtas.

Supporting whole school development

**EMTAS Specialist Teacher advice and support**

Our Specialist Teachers support schools individually or in clusters. They provide guidance and support with:

- Training your ethnic minority achievement (EMA), EAL and GRT coordinator in school.
- Training sessions for any combination of staff focusing on aspects of pedagogy, practice and provision in relation to BME, GRT and EAL learners. Sessions can focus on:
  - Practical classroom strategies for supporting new arrivals including those for whom English is an additional language.
  - Awareness raising session to introduce staff to Traveller cultures and background.
  - Classroom strategies to support more advanced learners of English as an additional language.
  - Conference session for small groups of key staff led by an EMTAS Specialist Teacher. This offers the opportunity to discuss the support needs of an individual pupil in depth.
  - Termly network meetings to share ideas and disseminate good practice.
- Data analysis and tracking by ethnicity and language.
- Working with school-based staff to identify and overcome barriers to learning thereby closing the gap for BME and Traveller students.
- Setting challenging targets for BME and Traveller pupils based on individual ability.
- Implementing targeted and specialist interventions, programmes and training to raise BME and Traveller achievement which may include:
  - Advanced EAL Learners programme to support EAL learners in progressing from conversational to academic language.
  - Gypsy Roma Traveller Achievement Programme (GRTAP) – raising attendance, progress, attainment and ascription levels of Traveller pupils.

A more comprehensive list of training is available on the Learning Zone website https://learningzone.hants.gov.uk/

- Telephone consultation for discussion and advice where there are concerns about a pupil’s progress.
- Half day visit from a Specialist Teacher to facilitate the setting up of the Young Interpreter Scheme® and/or New Arrival Ambassadors training of pupil interpreters and/or ambassadors in your school. This can also be delivered to groups or clusters of schools (see additional services). More details about both schemes can be found in Part 3 and on the EMTAS website.
- In addition, a Specialist Teacher can work with lead staff in your school to carry out a monitoring visit, evaluating practice and provision in relation to ethnic minority groups. Following their visit, you can request a written report detailing good practice and identifying areas for development.

**Resources**

- Free loan of dual language resources such as dictionaries, differentiated curriculum materials, fiction in a range of languages, specialist Traveller resources.
- GCSE past papers and resources in heritage languages.
- Access to the EMTAS website which has a number of free resources to download: www.hants.gov.uk/emtas
- Keep up to date, follow us on @HampshireEMTAS @YIscheme
Moodle
Access to the EMTAS Moodle which provides further support with:
- Developing your Young Interpreters.
- Strategies for Advanced EAL Learners.
- ICT resources and ideas to support EAL learners.
- Supporting English as an Additional Language (SEAL) Course.
- Presentations and resources following district network meetings.
- Staff training through our suite of online EAL e-learning modules.

Additional services available to Secondary Schools
- Full delivery of Young Interpreter Scheme® and/or New Arrival Ambassadors Scheme training to student groups plus training of coordinator.
- Taster lessons in different languages for students and staff.
- Bilingual support packages GCSE in heritage languages (to include assessment of skills, preparation and practice, mock oral and listening test). Details and booking form can be found on the EMTAS website.
- Specialist Teacher delivery of Language in the Curriculum (LinC), a program to support advanced EAL learners in the secondary phase, delivered collaboratively with school staff. Ideally targeted at Year 8 and Year 9 students. Can be used as a CPD opportunity for staff.
- Digital storytelling using ICT to capture fiction and non fiction in a digital format e.g. green-screening, stop animation, photo story.
- ‘Justice for Johnny’ drama scheme of work. (Winner of the Arts and Culture category of the Children and Young People Now National Awards 2014) The scheme challenges stereotypical views and raises awareness of Traveller culture and background. A key feature is performance to a wider audience such as a year group. The play script can be used for assemblies, year group presentations and Theatre-In-Education projects as well as within feeder primary schools. EMTAS can support with cultural awareness during the introduction of the scheme.
- Introduction to Interpreting in Education course for bilingual adults.
- Parenting support sessions delivered in first language by EMTAS practitioner (subject to availability).
- Parents/Carers events to enhance parental engagement.
- Resource commissions.
- Specialist accredited Masters level module in Teaching English as an Additional Language (TEAL) for teachers (in conjunction with the University of Winchester).
- Supporting English as an Additional Language (SEAL) for Teaching Assistants.

Please note that these services are supplemental to the SLA and therefore chargeable. Please contact EMTAS for a current price list.
Youth Interpreter Scheme®

The Youth Interpreter Scheme® recognises the huge potential that exists within each school community for pupils of all ages to use their skills and knowledge to support new learners of English so that they feel safe, settled and valued from the start.

Young Interpreters undergo specific training to prepare for this role and are selected on the basis of different personal qualities they may have. The support they can offer to a newly-arrived pupil can be very reassuring from a parent or carer’s point of view at a time when their child may be adapting to substantial changes. It also supports school staff in a variety of ways at different points during the school day.

Hampshire EMTAS has published the Youth Interpreter Scheme Guidance pack. The Primary pack includes training materials to use with pupils at Key Stage 1 or Key Stage 2 while the Secondary pack can be used with pupils at Key Stages 3 and 4. The pack includes all the materials you need to train your Youth Interpreters together with a DVD, access to Moodle for online guidance, half-termly newsletter, Twitter and Facebook Youth Interpreter pages.

Making the scheme available to both EAL and monolingual learners can be very powerful in developing empathy amongst English speakers towards some of the challenges and difficulties that pupils new to English may be facing.

EAL pupils use their language skills in a variety of ways to help new arrivals access English and feel part of the school. Alongside English-only speakers, they learn different strategies to clarify, explain and ‘interpret’ a whole range of school activities, systems and procedures to new entrants through the medium of pupil-friendly English where first language isn’t shared by other pupils or adults.

Young Interpreters do not replace the need for professional adult interpreters. Guidance on the role of Young Interpreters and situations where it is most appropriate to involve them is in the pack. Young Interpreters are trained and guided by a designated member of the school staff who can ensure pupils’ safeguarding.

The Youth Interpreter Scheme® can be used in a variety of settings – either where a number of pupils share the same language, or where there are isolated EAL learners. Details of engaging activities to keep Young Interpreters motivated about their role in times when there are fewer new arrivals can be found in the guidance.

Hampshire New Arrivals Ambassador Scheme

The New Arrivals Ambassador Scheme provides additional support to pupils who are joining a school part way through the year for example Looked After Children, Travellers or pupils new to the area. It recognises the huge potential that exists within each school community for pupils of all ages to use their skills and knowledge to support new arrivals so that they feel safe, settled and valued from the start.

New Arrivals Ambassadors undergo specific training to prepare for this role and are selected on the basis of different personal qualities and experience they may have. The support they can offer to a new Hampshire EMTAS has published the New Arrivals Ambassadors Scheme Guidance pack. The Primary pack includes training materials to use with pupils at Key Stages 1 and 2 while the Secondary pack can be used with pupils at Key Stages 3 and 4. The pack includes all the materials you need to train your New Arrival Ambassadors and includes a DVD.

New Arrivals Ambassadors use their communication skills in a variety of ways to help new arrivals feel...
part of the school. They explain a whole range of school activities, systems and procedures to new entrants through the medium of pupil-friendly communication and develop resources to help the new arrival settle quickly into the life of the school.

Through the training, New Arrivals Ambassadors learn how to become hybrid peer mentors. They learn how to communicate and impart information effectively and they develop their skills in negotiating and supporting others. Through their participation in the scheme, pupils develop greater pride in their setting and the skills to listen well and speak with confidence to people of all ages and stages in their educational environment.

**Glossary**

**Advanced EAL Learner**
Advanced EAL Learner: a child who is no longer new to English but whose writing in particular retains many features of their first language. Advanced EAL Learners may struggle to move from conversational to more formal academic English without support.

**BA**
Bilingual Assistant: bilingual teaching assistant who can support children through the medium of their own language in class. Teachers will need to share their planning with the BA working with a pupil in their class.

**BME**
Black and Minority Ethnic

**EAL**
English as an Additional Language

**EMTAS**
Ethnic Minority and Traveller Achievement Service

**GRT**
Gypsy Roma and Traveller

**GRTAP**
Gypsy Roma Traveller Achievement Project

**New Arrival**
A child from BME or Traveller background who may be new to the school and/or new to English.

**Specialist Teacher**
Specialist Teacher: a teacher with specialist knowledge to provide advice and support on improving educational outcomes for BME, EAL and Traveller children and young people.

**TEA**
Traveller Education Adviser to support admission into school, to provide a link with parents/carers and communities and to provide advice and guidance on settling in, induction and transition.

**TTA**
Traveller Teaching Assistant: a specialist teaching assistant with knowledge about Traveller cultures who can support children in class.
Memorandum of Agreement

Parties
This agreement is made between the governing bodies of all Hampshire primary and secondary schools, and Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS).

Duration
This agreement will run from September 2016 unless local and national funding arrangements change.

Intent
The intent is to regulate dealings between the parties by setting out respective obligations relating to performance and payment for services. A formal contract will be agreed between EMTAS and school in advance of any sold service work.

Responsibilities of parties

EMTAS will:
- deliver services in a professional, responsive and helpful manner at all times.
- clarify the role and remit of EMTAS staff members deployed to your school.
- actively review the quality of service delivered – through consultation with customers including schools, children, young people, parents, carers and communities.
- keep to agreed time commitments and inform you as soon as possible in the event of sickness or unexpected absences.
- consult schools regarding changes to services, service levels and prices in accordance with agreed procedures.
- endeavour to deliver the service in line with the published service levels as detailed in this agreement and to investigate and seek remedies or improvements where necessary.

Schools will:
- provide a named person as the first point of contact for EMTAS staff, together with details of key staff with responsibility for improving educational outcomes for BME and Traveller children and young people.
- keep to agreed time commitments and liaise effectively with the service to ensure that high quality provision can be maintained, for example through informing the service about pupil absences and INSET days.
- wherever possible, share curriculum and planning information with EMTAS staff in order to maximise the effectiveness of support and interventions delivered.
- provide feedback and contribute to evaluation following support, interventions and other activities delivered by EMTAS.

Resolving Disagreements
Any concerns or complaints about the level or quality of service should firstly be made to the Head of Service. Schools who consider that they have not received an adequate response from the Head of the Service may appeal in writing to the Deputy Director, Children’s Services. The Deputy Director of Children’s Services will write to acknowledge receipt of the complaint within seven days and will visit the school where required.

Data Protection
EMTAS services are delivered in line with Hampshire County Council policies and are compliant with the Data Protection Act.
Contact Us

Please get in touch with us if you would like to know more about our range of services or to discuss how EMTAS can work with your school to achieve improved outcomes for your BME, EAL and GRT pupils.

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