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## EMTAS GRT & including Showmen training and support for schools

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### GRT Clinic Model

The GRT Clinic model is an alternative to a whole staff training input and may be suitable in the following situations:

- staff have recently received generic Gypsy, Roma, Traveller (GRT) Cultural Awareness input from an EMTAS Specialist Teacher Advisor and want to know how to use this to improve practice and provision;
- The GRT Co-ordinator in their role of managing GRT and Showmen children's attainment and attendance data, has identified issues that may be best addressed through on-going EMTAS support throughout the academic year;
- it is not possible to schedule whole staff training eg at a staff meeting or as part of INSET but some/all staff still want some support to develop their knowledge and/or practice;
- there is a support need for just a few staff who have children from a GRT and/or Showmen background in their class eg in schools where numbers of GRT and/or Showmen are low;
- staff want bespoke, on-going training with regular support from an EMTAS Specialist Teacher Advisor and/or members of the Traveller Team as they are working to improve attainment and/or attendance and want help and guidance on determining how best to achieve this.

### FAQs about the GRT Clinic Model

#### What might the GRT Clinic model look like in school?

Working with the GRT Co-ordinator or a member of SLT, an EMTAS Specialist Teacher Advisor will arrange to visit once a term. This meeting can take place remotely using Zoom or Teams if preferred.

During the visit, the EMTAS Specialist Teacher Advisor will meet the GRT co-ordinator to discuss:

- individual GRT & Showmen pupils with regards their attendance and attainment;
- as appropriate, other aspects of practice and provision for GRT & Showmen pupils;

- where the school is working with the EMTAS GRT Excellence Award (including Showmen), a progress check towards meeting the criteria for this and/or forward planning.

### **How can we make sure we get the most out of a GRT Clinic?**

To ensure staff get the most out of the appointment, it is best to prepare in advance. To this end, the GRT Co-ordinator should gather key information about any specific children they want to discuss so it can be shared with the Specialist Teacher Advisor prior to the meeting. This may include:

- child's name
- date of joining the school
- attendance history of the child
- specific areas of provision that are problematic eg writing development, phonics, use of ICTs, liaison with parents/carers etc.
- information about what has already be tried, plus the impact.

For discussions that focus on more general aspects of practice and provision:

- specific schemes of work or topics with which staff would like to know how best to engage Traveller pupil/pupils including Showmen pupils

For discussions about the GRT Excellence Award:

- a copy of the descriptors and any notes made in relation to progress towards evidencing these
- any action plans relating to the Award

By providing information in advance of the visit, the Specialist Teacher Advisor can come prepared with relevant resources and information.

### **What might be the focus for such a discussion?**

Discussions will be needs-led and as such form a bespoke support offer to school-based practitioners. Conversations might focus on the following:

- strategies to use in the classroom to support progress for GRT & Showmen child/ren at different stages in their learning
- how to use ICTs to support curriculum access
- concerns about the progress of a particular child
- addressing any barriers and challenges that may be facing individual children/families
- strategies to help improve attendance

- strategies to help engage GRT and Showmen families
- looking at suitable packages that would benefit the GRT and Showmen communities within the school eg EMTAS GRT/Showmen Literacy Ambassadors, wellbeing mentoring, coffee events, transition support

**Apart from a discussion, are there any other things that can be included in the GRT Clinic model?**

In some situations, it may be useful that the EMTAS Specialist Teacher Advisor visits the classroom to observe practice and provision and then advises on appropriate strategies to promote the engagement of GRT and Showmen children. In others, it may be helpful to work with a class or subject teacher to look at a scheme of work or a lesson plan, identify the language demands and suggest how to plan to support these through the delivery of the mainstream curriculum.

**How can the GRT Clinic model benefit a school community?**

The benefits of this model include:

- it is bespoke to child/ren and their school environment;
- it can be scheduled to fit in with practitioners' busy schedules;
- booked termly, it breaks GRT and Showmen training and support into manageable chunks spread across the school year;
- the advice given helps develop practitioner understanding of best practice in relation to GRT and Showmen learners, all linked to the children and families with whom they are currently working;
- after each visit, feedback can be given to the GRT Co-Ordinator, giving them an overview of how the GRT clinic model is supporting colleagues to work effectively with their GRT and Showmen cohorts;
- it can provide evidence of staff training for the GRT Excellence Award;
- it can provide the school with more holistic packages for their GRT and Showmen communities, offering consistency and continuity through a whole school approach.

The clinic model also ensures that all staff have access to the latest GRT and Showmen research, strategies and resources including ICTs. It allows staff to ask questions pertinent to the needs of the children for whom they are responsible. It builds staff confidence when working with GRT and Showmen pupils and families and ensures consistency across the school in terms of practice and provision for GRT and Showmen children and their families.



**How else can we promote best practice and provision for learners of GRT & Showmen heritages at our school?**

Schools are actively encouraged to consider participating in the [GRT Excellence Award](#). This is an interactive self-evaluation tool that allows schools to audit and assess their practice and provision for GRT and Showmen children & families and to identify any areas for development. Schools may gain Bronze, Silver or Gold accreditation for their work depending on their submission to the award.

**Want to know more?**

To find out how to access the GRT clinic model and/or the GRT Excellence Award please contact [claire.barker@hants.gov.uk](mailto:claire.barker@hants.gov.uk) who will put you in touch with the EMTAS Specialist Teacher Advisor for your area and/or a member of the Traveller Team.

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