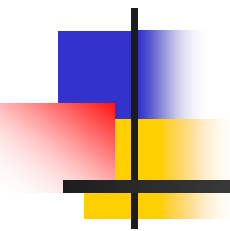
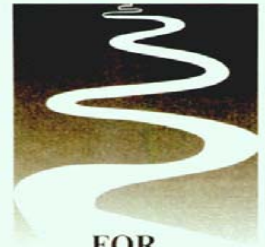


# A Partnership approach to transition in the West Midlands



---

By Pat Holmes, Principal Adviser  
Co-ordinator, West Midlands  
Consortium Education Service for  
Travelling Children



- What is the current situation
- What is working well
- What are key barriers to attendance and attainment

Outcomes and Shortcomings



# Time Line of Intervention

---

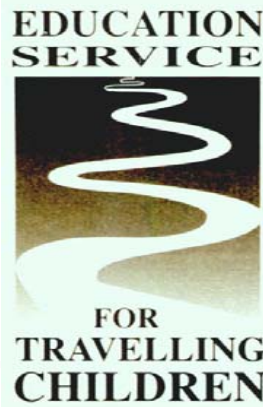
- Late 1960's – Voluntary initiatives
- Early 1970's – Research into needs
- Mid 1970's – A joint statutory response coordinated action to support access and continuity



1980's / 90's –Realising the West Midlands Consortium Partnership approach.

14 Local Education Authorities.

---



“A shared response to shared communities”

- Management
  - West Midlands Consortium Education Service for Travelling Children (WMCESTC) an education and field welfare support service
  - Rapid responses to mobility
  - Mainstreaming action
  - Data for information, planning and Pupil Education Record Transfer.
- } Joint workings



# 2000 / 05

---

- CRE Gypsies and Travellers: A strategy for the CRE 2004 – 2007
- Introduction of Race Relations Amendment Act 2000
- Childrens Act and Every Child Matters 2004
- Framework for Local Authority Inspections

Delivering services to Gypsy and Traveller families and their children.

Reviewing and restructuring WMCESTC's work streamlining for accelerating mainstreaming and developing the models of responses to the education and continuity of education for the mobile communities.

## NEWSFLASH

# DfES Inclusion, Equality and Diversity Data Consultation

Ethnic status in PLASC reporting was secured January 2003

- Gypsy / Roma
- Travellers of Irish Heritage

The new consultation document proposes Traveller **status** inclusion, eg Fairground, Circus, Bargee, New Travellers, families who **travel**

The consultation will also inform the commissioning process for The Schools Census 2007.

Moves towards seeing the work

- Removing discrimination in procedures and practices
- Responding to communities who are mobile



# What works?

---

- Dedicated resources human and material
- Working across Local Authority boundaries in a coordinated way
- Economy of scale allowing quality provision
- Working in partnership
- Working interagency
- Working with parents
- Signposting services to parents
- Advisory and direct support roles
- Assessment tools
- Relevant Teaching and Learning resources including accurate and informative cultural images



# What works?

---

- Training / Professional Development delivery including Cultural Awareness / whole school inclusion strategies
- Good practice Guidance
- National and European networking and development
- Working with providers, eg EYDCP
- National initiatives and projects Sure Start, Children's Fund and Connexions
- Pupil Education Record Transfer system
- Data for diagnostic and planning purposes (attendance, attainment, ethnicity, gender, special needs) "narrowing the gaps"



# What works?

- Transfer between levels
- Continuity strategies including Distance Learning Work
- Inclusion in strategic work in LEA's / LA's equality, diversity, across directorates, performance and improvement, Education Development Plans etc
- Ofsted inspections – preparation  
outcomes



# Barriers

---

- Levels of institutional and personal prejudice and discrimination in parts of some local authorities and some schools
- Over dependency on WMCESTC by some authorities, EWO Services and schools
- Some ineffective implementation of Admissions policies
- Exemption of denominational schools from Admissions procedures
- Where lack of coordination across LA services leads to contradictory policies and practices which undermine children's education, eg shortfall of accommodation, poor practice eviction procedures



# Barriers

---

- Prescriptive Curriculum
- Attendance and attainment reporting which undermine school actions for inclusion
- National Assessment Tests and Examination Boards and Timing
- Interest in progress at Key Stages and not between stages
- Lack of investment in Distance Learning (IT) for regular and seasonal Travellers
- Lack of school places in some areas
- Elective Home Education (EOTAS) arrangements at national policy level and local implementation level

# Barriers

---

- Special Needs assessment procedures (for mobile children)
- At Secondary level curriculum in Years 7, 8 and 9 difficult to maintain children in school

# Barriers

- Reluctance of some parents to allow / support full participation in school life
  - Visits
  - Residentials
  - Swimming
  - After School Club
- Parental inexperience, fear, reflection of Sec Ed "Traveller children don't go to secondary school"
- Parents who see Sec Ed only as a tool to undermine the continuity of the traditional social and economic structure of the Traveller community



# Barriers

---

- “The boys can go to school but the girls have to child mind, clean, look after sick relative”
- “The girls can go to school but the boys have to learn to earn a living with their father”
- “He’s not going to school, he’s off travelling with his uncle to learn our ways”
- “I’m not going if he’s not going today”