

East Riding of Yorkshire: Local Area ESOL Action Plan 2010/11

Rationale for prioritisation

The rationale used to support prioritisation for 10/11 in response to the 'New Approach' to ESOL.

Priority groups for delivery of ESOL in the East Riding of Yorkshire have been agreed through consultation with local providers and statutory partners, under the auspices of East Riding LSP.

The **key priority groups** and their characteristics are as follows:

- All migrants, with a focus on newly arrived migrants
- Refugees and asylum seekers
- All groups who are committed to stay in the UK on the path to citizenship who are seeking to meet the English language and knowledge requirements for settlement/ permanent residence, British Citizenship
- NEETS or SEETs(16-18)
- Young people aged 14-16 , arriving in the East Riding with little or no spoken English
- Spouses
- Parents and carers
- Isolated families in pockets of rural isolated locations not connecting with communities outside of their own.
- Asian women in West Hull villages
- More settled communities who cannot access free learning, as fees are levied

The **key local issues** addressed are as follows:

- Community Cohesion – provision will bring people from different backgrounds together, empower learners to contribute to their local community and foster good relationships.
- Employability – provision will meet identified need in addressing skills shortages and enable learners to access employment opportunities.
- Newly arrived communities – provision will meet the needs of those new to the East Riding through a number of routes, specifically those who have little or no English, enabling them to live in and contribute effectively to the area.
- Progression – consistent progression routes across providers to allow learners to move from entry level on to qualifications and higher / further education.

The links to the to the East Riding Local Area Agreement are as follows:

Children and Young People

NI 69 Children who have experienced bullying

NI 110 Young people's participation in positive activities

NI 117 16-18 year olds who are not in education, employment or training

NI 148 Care leavers in employment, training or education

Safer and Stronger Communities

NI1 People from different backgrounds getting on well together

NI 2 Percentage of people who feel that they belong to their neighbourhood

NI 13 Migrants' English language skills and knowledge are improved

NI 17 Perceptions of anti- social behaviour

NI 21 Satisfaction of different groups with the way the police and local council deal with anti-social behaviour

NI 27 Understanding of local concerns about anti-social behaviour and crime by the local council and the police

Sustainable Communities and Transport

NI 4 People who feel they can influence decisions in their locality

NI 11 Engagement in the arts

NI 174 Skills gaps in the current workforce reported by employers

The **key data** used to support these priorities is: -

- ILR data
- LSC data
- LSC statement of need
- Schools PLASC data
- East Riding Sustainable Community Plan
- East Riding Migrant Worker Action Plan
- East Riding LSP ESOL Strategy Group – consultation feedback

Local ESOL Priority Groups and Implementation Actions

ESOL Priority Group	Summary of changes required to implement this policy	Key activities	Deadline	Lead partner	Evidence
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Cross Cutting themes: -

- Childcare provision and other needs of learners are identified and provided for;
- ESOL fees are standardised across all partners;
- Initial advice and guidance is consistent across all partners;
- Sign-posting and marketing of ESOL is consistent and all partners work together to promote progression.

Plans to deliver change in provision - East Riding of Yorkshire Area ESOL provision planned for 2010/11¹²

ESOL Priority Groups	Volume of potential learners	Model of provision	Timing of provision	Level of provision	Providers	Comment
Economic Migrant workers ESOL women groups Learners with low levels of English	590 part-time (Hull) 50 part-time (Goole)	Up to 210 hours, classes and flexi-workshops	Every day and evening (Mon to Thurs). Flexi-workshops for shift workers	E1 to L2 ESOL (Cambridge ESOL SfL qualifications) and non-accredited provision	Hull College (Queens Gardens and Goole)	<p>We have referrals from various external agencies as well as direct applications. There is a waiting list at Hull but not at Goole.</p> <p>Hull offers numeracy for ESOL learners and Catering courses for ESOL learners.</p> <p>For 2010-11 Hull will run an LSIS Beacon Project to promote progression of</p>

¹ Your Community. Our Community to Community Cohesion 2008 and LSP conference update 10-02-2010 updated priority groups, identified migrant workers as a key group for priorities "Migrant workers play an important role in the East riding and add value to the economy. However, the integration of migrant workers into local communities and the prevalence of evidence stating that migrant workers are unfairly treated by some employers and service providers, continue to be a challenge to the LSP

² Migrant worker action plan 2008 monitored through the Community cohesion forum and reports to LSP Safer and Stronger Communities Action group
Version 4 November 2009

Plans to deliver change in provision - East Riding of Yorkshire Area ESOL provision planned for 2010/11¹²

						ESOL learners into employment, FE vocational courses and HE. This project will help to identify barriers to progression among some of the priority groups. Funding from SFA
	105 Bridlington Beverley	As above	As above	75 at entry level 20 at level1 10 at level 2	East Riding College	Fee agreement shared with East Riding Adult Education Service and the East Riding College Funding from SFA and fees discretionary support funds for spouses settled communities and low waged workers

Plans to deliver change in provision - East Riding of Yorkshire Area ESOL provision planned for 2010/11¹²

	550 Goole Bridlington Withernsea	As above	Every day and evening Monday to Friday Flexi times for shift workers	55 entry 475 level 1 20 at level 2 Accredited through RARPA	East Riding Adult Education service	No waiting list at Goole Bridlington, Withernsea or Beverley Funding from SFA Outreach provided through migrant impact funding by HANA from the voluntary sector
	20 Cottingham and West Hull areas	As above	Termly			Group of Asian women ³ Funding from safe guarded PCDL
16-18 learners with low levels of English, those seeking employment education and training	60 full time + small numbers part-time	Full time groups with access to all part-time provision Access to Additional Learning Support Workshops for vocational ESOL students across the college	Daily. 450 hrs f/t, up to 210 hrs p/t	E1 to L1 E1 to level 2	Hull College (Queens Gardens and Goole) East Riding College	Hull College are looking to put on additional 16-18 group in Goole if referrals from Connexions are sufficient Funding from YPFA

³ Evidence need stated at the ESOL strategy group meeting 25-01-2010 source data equalities and diversity monitoring team
Version 4 November 2009

Plans to deliver change in provision - East Riding of Yorkshire Area ESOL provision planned for 2010/11¹²

						Funding from YPFA
Those unaccompanied young people with low levels of English who are claiming asylum	6 part time	Individual programmes depending on location and need	Up to 210 hours Monday to Friday	E1 to level 2	East Riding Adult Education Service	Supporting unaccompanied asylum seekers ⁴ Funding jointly ERYC

Additional funding

Notes / comments

Have you / do you plan to identify other (non-LSC) sources of funding to provide additional ESOL provision?	<p>A number of other funding opportunities are being investigated including the Migration Impact Fund and Connecting Communities funding through Communities and Local Government.</p> <p>Hull College has been successful with an LSIS Funding Bid and an ESOL progression facilitator will be employed until the end of December 2010.</p> <p>European Social Fund opportunities will also be investigated as part of delivery.</p>
Have you / do you plan to improve the alignment of Local Authority Services to further support ESOL engagement/provision, e.g. use of Sure Start childcare facilities, Family Learning or Personal and Community Development Learning Funds, or Cohesion programmes for outreach and engagement activity?	<p>The accountability for the development and delivery of the ESOL Strategy and Action Plan sits with East Riding of Yorkshire Council. The Plan will be endorsed by the Council and an ESOL Strategy group will be formally established, membership of which will include partners from across the LSP. This group will report to the Children and Young People's Action Group and as a result all partners will work to ensure that alignment of engagement and provision of ESOL takes place.</p>

⁴Evidence of need taken from meeting 27-10-2010 ERYC making the difference source of data CFAS
Version 4 November 2009

Plans to use ESOL to further the community cohesion agenda	
Notes / comments	
Will ESOL provision be targeted at specific geographic localities or community groups within the local community?	ESOL will be delivered across the East Riding by a range of provider organisations. There will be some targeted delivery in West Hull villages for a small population of Asian women and in Goole for new Migrant communities. However, the demographics of the East Riding are changing with increased numbers of residents who would benefit from participating in ESOL.
Will ESOL provision have an impact on regeneration and economic development in the local community?	We recognise that ESOL provision is very important for the local economy. The relationship between employment and spoken English is very important. Having a good level of spoken English will provide opportunities for residents to access employment, enable them to work safely and also provide them with an improved basis to understand their employment rights. ESOL will also be an enabler, providing skilled workers with opportunities to set-up their own businesses. There is already evidence in Goole of new arrivals establishing businesses, particularly in the leisure and retail sector.
Will the content of the ESOL curriculum be tailored in order to support the community cohesion agenda in the Local Area?	We recognise the important relationship between community cohesion and the ability for individuals to be able to communicate effectively. The LSP is currently developing an East Riding Community Cohesion Strategy and ESOL will be embedded within this strategic approach. At a local level, ESOL is a key part of the delivery of the Migration Impact Fund.
Will ESOL provision contribute positively to learner perceptions of, or sense of belonging to, the local community? Will ESOL provision positively contribute to the take-up of other services (health, education, etc) or decreased translation in the Local Area?	The LSP is currently working to ensure that services for all residents who have English as a second language, such as GP surgeries, are offered in such a way that they are accessible. It is envisaged that ESOL will enable all residents to contribute to local communities in a positive way. One determining factor is the length of residency in the area following the ESOL programme and whether access to ESOL leads to these residents taking up new opportunities elsewhere in the country.
Will ESOL provision contribute positively to people from different ethnic and religious backgrounds mixing together?	ESOL classes provide opportunities for people from different backgrounds and cultures to mix, sharing positive messages about the local community.
How else will you use ESOL to further the community cohesion agenda in your local area? Please provide evidence or examples:	Through the Local Strategic Partnership, a great deal of work is being carried out in relation to community cohesion activity. It was recently identified as a key priority at a strategic workshop held by the partnership in developing the Community Cohesion Strategy.

Plans to use ESOL provision to improve employability and progression of learners	
Notes / comments	
Will ESOL provision facilitate the progression of learners into employment or employment support?	Hull college has recently been successful with an LSIS funding bid to support learning progression.
Will the content of the ESOL curriculum be tailored in order to support the employability agenda in the local area?	Providers are already undertaking work to link the ESOL curriculum to employment and this will continue, thus ensuring local employability of learners.

Impact criteria for judgement
<ul style="list-style-type: none"> • There has been a change in ESOL provision to support identified priorities, where appropriate – records what level of change has taken place and how effective it is. • There has been an alignment of services and/or a leveraging in of additional (non-LSC) funding to support ESOL learners – records the degree to which additional funding and alignment of services has happened / is planned. • ESOL provision is furthering community cohesion in the Local Area – records the impact of ESOL on community cohesion, including looking at impact measurements (e.g. how do we know this has happened). • ESOL provision is improving employability and progression of learners in the Local Area – records the impact of ESOL on employability and progression. • ESOL action plans are being developed and implemented – records whether action plans have been developed, are in place and are being updated.

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