

Devolved EMAG funding



Schools/colleges in Leicestershire with significant need are eligible for devolved Ethnic Minority Achievement Grant funding. EMTAS staff work in partnership with mainstream colleagues to identify and put in place strategies to raise achievement of under-achieving Minority Ethnic pupils.

LENAP



Pupils new to English may attend the Loughborough English for New Arrivals project (LENAP) if their parents and mainstream school are in agreement. It is a 15-place induction centre based at Cobden Primary school; pupils usually stay there for less than a term.

Training



EMTAS delivers training for mainstream Teaching Assistants and Teachers at venues across the County. The service also provides bespoke training tailored to a school's particular needs.



The role of the EMTAS is to ensure that pupils new to English and from Travelling families can access education at all levels. Service staff aim to build capacity in schools, thereby assisting schools to fulfil their responsibilities towards Minority Ethnic pupils, including Travellers.

There are over 10,000 pupils of Minority Ethnic heritage in Leicestershire; more than 55 different community languages are spoken in the county. Arabic, Bengali, Cantonese, Gujarati, Hindi, Kutchi, Malay, Mandarin, Panjabi, Polish and Urdu are spoken by a significant number of pupils whilst other languages are represented in smaller numbers.

There are approximately 400 Traveller pupils in Leicestershire and Rutland. The term Traveller is a generic term used to cover groups, who either are, or have been, associated with a nomadic lifestyle. These include Gypsies and Irish Travellers, Scottish Travellers and Welsh Gypsies, Fairground and Circus families, Water Dwellers, New Travellers and Roma.

Most Minority Ethnic pupils achieve highly, although some, including those new to English and those that are highly mobile achieve less well. EMTAS works to eliminate the under-achievement of Minority Ethnic pupils.

What we do

- Provide advice, training and raise awareness.
- Foster good home/school relationships.
- Set and review support targets with mainstream staff.
- Encourage the use of culturally appropriate resources.
- Inform schools of relevant issues that might impact on schools.
- Advise on the provision of distance learning packs as appropriate.
- Promote access to education and cross-phase transfer for Traveller pupils.
- Work with AIS, families and schools to improve attendance.

Support works towards enabling schools to meet the needs of Traveller pupils and those new to English without the need for long-term intervention. Direct teaching of pupils new to English may be part of the support, but for no longer than six months.

Staff who can be contacted via the office base:

Service Manager: Anne Ratcliff

Admin team: Joan Garrity,
Priti Vitlani,
Laura Schooling

AREA TEAMS

Sth Leics and Melton

Alix Marina-Chouhan, Jo Leatherland,
Martin Ford, Will Glason,
Rita Das, Maria Woch,
Sarah Pitman, Maggie Spence

Charnwood and NW Leics

Diane Coppard, Jean Panikkar,
Rachel Page, Gosia Richards,
Paula Rutherford

Hinckley & Bosworth and Rutland

Vicki Taylor, Will Glason,
Manish Ruparelia, Martin Ford, Lucy Farr,
Karan Chambers, Vicky Beaumont

Training Co-ordinator: Jo Leatherland

**EMTAS, The Bennet Centre, Beaumanor
Park, Woodhouse, Leics. LE12 8TX**

Tel: 0116 3053143/3053153 Fax: 01509 891414
Email: emtas@leics.gov.uk

I learn best when

- ✚ I feel I belong
- ✚ my identity, culture and experiences are valued
- ✚ my school and my parents understand each other
- ✚ racism is recognised and dealt with
- ✚ I can proudly use my languages in school
- ✚ I can access the curriculum
- ✚ my teachers understand the support I need

Ethnic Minority & Traveller Achievement Service

(Work with Travellers jointly funded by Leics and Rutland)

*Promoting the achievement of all
Minority Ethnic pupils, including
Travellers*

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