

Report to: **Schools' Forum**

Date: **12 July 2019**

Title of Report: **Outcome of Consultation with East Sussex Schools on the Revised Model for EALS**

By: **Nathan Caine, Head of ISEND**

Purpose of Report: **To present the outcome of the consultation into different operating models for the EAL service from 1 April 2020 and seek agreement for the next stage of consultation in September 2019.**

Recommendation:

The Forum is recommended to:

- 1) note the outcome of the consultation into different operating models for the EAL service from 1 April 2020; and
 - 2) agree the next stage of consultation in September 2019.
-

1. Background and Context

- 1.1 In line with the timeline set out to Schools' Forum members in March this year, the LA have undertaken a consultation with all mainstream schools and academies in East Sussex on a range of future operating models for the EAL service from 1 April 2020 (when the current funding agreement is due to terminate).
- 1.2 The consultation document was initially discussed with Schools' Forum representatives from primary and secondary maintained schools and academies prior to being circulated to all schools on 3 June 2019. This document outlined 4 new models of operation¹ which were intended to:
 - create a transparent system that gives the same offer to maintained schools and academies
 - address the ongoing and unpredictable loss of funding to EALS as schools become academies in-year (which creates an in-year reduction to the service funding)
 - provide longer-term security for schools and the service
- 1.3 As set out in the consultation document, in order for a centralised EAL Service to continue in East Sussex, the LA needs both maintained schools and academies to set aside funding within their budgets for their EAL pupils and be willing to make a commitment to contribute an element of that funding to provide an EAL service.
- 1.4 The four models that were developed by the EAL service were based on key principles which align with the wishes articulated by schools and the need of the schools and the LA for a sustainable funding agreement. These are:

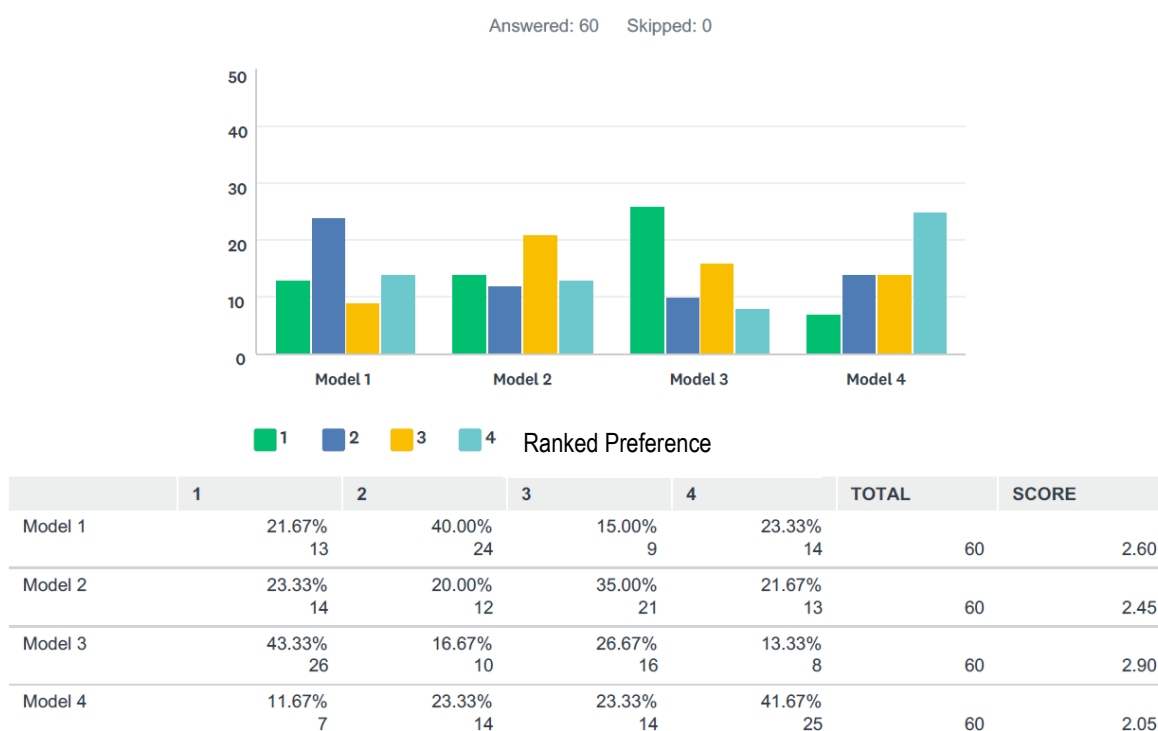
¹ Model 1: 75% contribution of their notional EAL de-delegation budget; Model 2: Advisory service; Model 3: 25% or 100% contribution; Model 4: Membership Model.

- All schools and academies to have access to the service on the same basis
- The opportunity for primary maintained schools to continue with an uninterrupted full service from EALS
- A choice of levels of service
- A two-year commitment from schools, with commitment given by 28 September 2019 for 1 April 2020 to 31 March 2022
- All schools that commit to a package of support or a membership level are able to purchase extra service on a pay-as-you-go basis, within service capacity
- Schools who do not buy in to the agreed model will have no access to support from EALS for the duration of the two-year funding period.

2. Consultation Outcomes

- 2.1 The consultation (see Appendix 1) asked for views on 4 possible models of future delivery that had been drawn up by the service. Schools were asked to rank each model in order of preference and were also invited to comment on each of the models as well as indicating what interest there would be in buying into specific packages. The collated responses can be seen in Appendix 2.
- 2.2 In total we received 60 responses to the consultation within the deadline (the schools who responded can be found at the end of Appendix 2). As some responses were made by trusts on behalf of all their schools, the total number reflects more than 60 schools. The graph below shows the spread of preferences across each of the 4 models:

Chart 1: Preferences Submitted Across Each Model

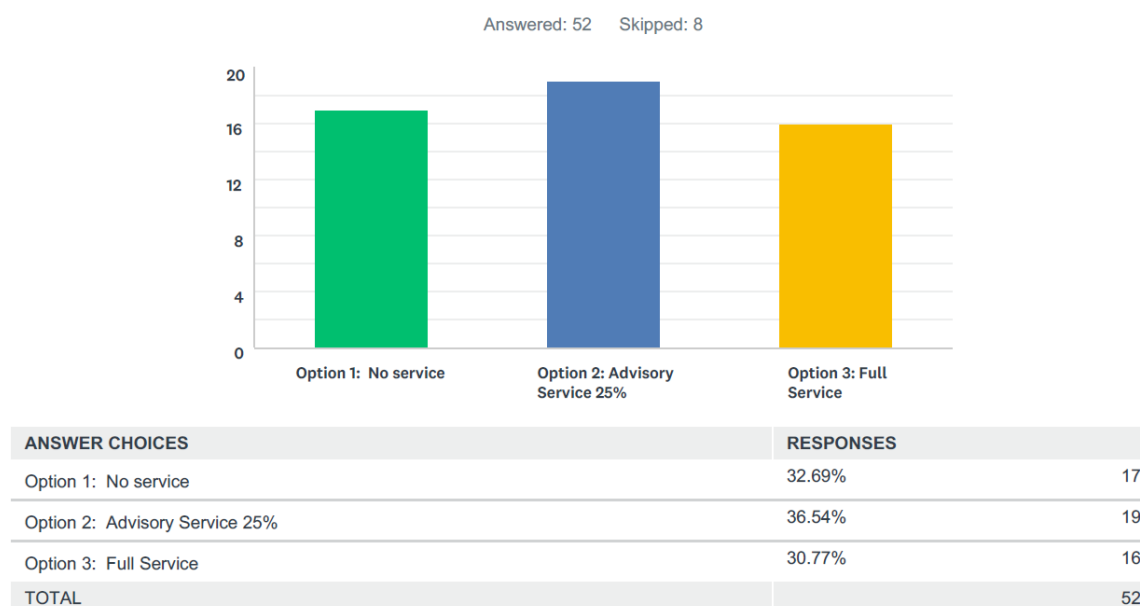


- 2.3 The model which attracted the largest proportion of first preference votes was model 3 (the 100%/25% model); this exceeded the next most popular model by 20%. This was also the model which attracted the most positive comments in terms of alignment

with school need. Respondents appear to welcome the option to go for a lower level of buy in where there are less EAL children on roll as well as continuation of the current offer where this is valued.

- 2.4 Chart 2 shows the responses from schools when asked, if model 3 was the operating model, how much they would be prepared to commit to the service (i.e. would they be prepared to commit to fund at 100% of their notional EAL de-delegation budget, at 25% of it or not at all):

Chart 2: Preferred Commitment of Funding within Model 3



This suggests that there is a very even split across all the respondents as to whether they would opt for no service, an advisory service (25%) or a full service (100%).

- 2.5 To deliver Model 3, the Local Authority requires a **minimum** commitment from schools equating to a total of **£440k a year** for two years from 1 April 2020. This is to retain enough staff to cover the full range of interventions within the offer and meet the needs of all schools across all locations in the county. This equates to approximately 44% of the total notional EAL de-delegation budget² in schools (approx. £1m). It is not possible to say how many schools would need to agree to fund to as this depends on the size individual school EAL budgets.

3. Proposals and Next Steps

- 3.1 As Model 3 secured the greatest number of first preferences from schools, it is proposed, therefore, that Model 3 is taken forward as the preferred model of operation and it is upon this basis which we undertake the final consultations in September this year. A proposed timeline for this can be found in Appendix 3.
- 3.2 As 100% contribution is an option in this model, it is proposed that maintained schools are first(?) given the option to vote on the de-delegation of 100% of their notional EAL de-delegation budget at Schools' Forum on 20 September 2019 for a period of two years from 1 April 2020. If this were agreed by both primary and secondary maintained schools, then model 3 (at 100% contribution for all maintained

² As determined by the Funding Formula Working group

schools) would operate from 1 April 2020 to 31 March 2022, and academies would then be asked to confirm by Friday 28 September 2019 the level at which they wish to purchase the service. Should they decide not to, they will not be able to access services until 1 April 2022.

- 3.3 In parallel to this decision-making process, all schools and academies will also be individually asked if they will give a provisional commitment of funding on a 0%, 25% or 100% basis for a period of two years from 1 April 2020 should the maintained schools not agree to de-delegate 100% of their EAL funding.
- 3.4 In the event that de-delegation by maintained schools is not agreed at Schools Forum on 20 September 2019, the **final deadline for commitment of funding by maintained schools and academies (as per paragraph 3.3) will be Friday 28 September 2019**. Should schools and academies decide not to fund the service to the minimum level to operate (£440k per year), the LA will begin consultation with staff on closure of the service from Monday 1 October 2019.
- 3.5 A full public consultation on the change in service provision will be launched on 1 September outlining the above process and setting out the terms upon which we can maintain a service (i.e. reliant on funding in school budgets). The results of this would be published should schools decide not to fund the service on an ongoing basis as part of any further consultation on closure. If, at the end of the public and staff consultations, it is decided that the service must close, then this will happen on 31 March 2020.
- 3.6 If we secure the income from schools to retain a service, only schools who agree to fund on 28 September 2019 will have access to any service from 1 April 2020 to 31 March 2022 (this includes on a traded basis). No further consultations will be undertaken until the summer of 2021 for 2022-2024 provision.

Nathan Caine
Head of ISEND

EAL funding in East Sussex

East Sussex schools receive approximately £960,000 annually in their budget allocation (under a formula agreed by Schools' Forum), to be used to meet the specific needs of EAL learners who are on the roll of local schools and academies. Under current arrangements, maintained schools can help meet their statutory obligations by de-delegating this funding to the Local Authority in order to provide a centralised service. Academies can enter into a traded arrangement with the EAL service on an individual basis. The current de-delegation arrangements for maintained schools run until 31 March 2020.

From 1 April 2020, EALS is proposing an overhaul of its funding system in order to:

- create a transparent system that gives the same offer to maintained schools and academies
- address the ongoing and unpredictable loss of funding to EALS as schools become academies in-year (which creates an in-year reduction to the service funding)
- provide longer-term security for schools and the service

Proposals for the funding of EALS

In order for the EAL Service to continue to exist in East Sussex, we need both maintained schools and academies to set aside funding within their budgets for their EAL pupils and be willing to make a commitment to contribute an element of that funding to support the Service.

To that end EALS has produced four models for consideration, using the following criteria:

- All schools and academies to have access to the service on the same basis
- The opportunity for primary maintained schools to continue with an uninterrupted full service from EALS
- A choice of levels of service
- All models require a two year commitment from schools, with commitment given at the beginning of the year
- All schools committed to a package of support or a membership level able to purchase extra service on a pay-as-you-go basis, within Service capacity
- Schools who do not buy in to the agreed model will have no access to support from EALS

East Sussex is consulting with all schools on all of the models with a view to presenting a final model for operation at Schools' Forum in July 2019.

Whatever the final model, the EAL service will require a minimum level of up-front committed funding from schools to continue beyond April 2020. If this is not agreed by the end of September 2019, the service will need to close on 1 April the following year.

Model 1

75% commitment model

Overview

In this model all schools and academies contribute 75% of their allocated EAL funding, with a two-year commitment.

There is some reduction in the level of intervention from the current pooled mainstream full offer (see model 3), but the cost is lower and schools are able to purchase extra interventions as and when required.

All schools have access to the services listed in the offer outlined below and in addition schools experiencing higher levels of need at any time due to large numbers of new arrivals or pupils/families with higher levels of need will be given priority for extra support, within the County need and Service capacity.

The offer

	75% contribution
Access to a selection of advice, guidance and model policy documents on czone	✓
Termly EALS newsletter	✓
Advisory meetings/email advice for school staff	✓
Central or bespoke in-school training for individual schools or clusters	✓
Initial Assessments of pupils, including recommendations and advice	✓
Classroom observations	✓
New Referrals package for all new referrals (including, as appropriate) <ul style="list-style-type: none"> - Initial Assessment including classroom observation - Mother Tongue Assessment and parent interview - Recommendations and advice on strategies - Bespoke 6-8 week intervention delivered by teachers and/or BSOs - Review of progress and access to a further 6-8 week interventions as agreed - Bilingual support for home school liaison 	✓
Transition interventions <ul style="list-style-type: none"> - EAL friendly Pupil Voice - Additional visits with BSO if appropriate - Parent meetings - Briefing for transition lead 	✓
Parental engagement <ul style="list-style-type: none"> - BSOs available for translation and interpreting e.g. translation of letters, phone calls home 	✓
Mentoring for TAs and EAL Coordinators	✓
BSOs for Translating and interpreting,	✓
Training and monitoring for EAL leads Coordinators	✓
Access to EALS programmes, e.g. Pupil and Parent Ambassador programmes, Early Days programmes, Secondary development programme	✓
Mother Tongue exam package <ul style="list-style-type: none"> - Identification of candidates through assessment of speaking, listening, reading and writing - Direct teaching up to 6 session informed by gap analysis - Mock and feedback 	✓

<ul style="list-style-type: none"> - Three sessions for the speaking exam: familiarisation, mock and actual exam. 	
<p>Twice yearly planning and Review meetings with EAL Lead in school</p> <ul style="list-style-type: none"> - Analysis of EAL register - Progress of supported pupils - Requests for CPD - Feedback and evaluation of service - Agree priorities 	✓
<p>Pupil Ambassador programme for primary schools</p> <ul style="list-style-type: none"> - Training for Lead on setting up package - Settling up a Pupil Ambassador programme pack for your school including training sessions for Ambassadors, certificates and badges 	✓
<p>Support for EAL CYP with additional needs</p> <ul style="list-style-type: none"> - Support with assessing additional needs - BSO support with safeguarding concerns 	✓
<p>Additional interventions on a traded basis</p> <p>Teacher</p> <p>BSO</p>	<p>£65/hr</p> <p>£25/hr</p> <p>Where available</p>

Model 2 Advisory service with BSO direct support

Overview

In this model all schools and academies contribute £150 per EAL on roll, with a two year commitment. Schools and academies with no EAL pupils on roll contribute £4.50 per NOR, with a two year commitment.

EALS would have a team of Advisers, all qualified EAL specialist teachers, and direct support provided by Bilingual Support Officers.

There is no direct teaching included in this model. Schools may request teacher interventions and the service would endeavour to source teachers as required for purchase*.

All schools have access to the services listed in the offer outlined below, and in addition schools experiencing higher levels of need at any time due to large numbers of new arrivals or pupils/families with higher levels of need will be given priority for extra support, within the County need and Service capacity.

The offer

Access to a selection of advice, guidance and model policy documents on czone	✓
Termly EALS newsletter	✓
Up to 4 advisory meetings, email advice for school staff: senior managers, SENCOs, teachers, TAs, etc.	✓
Central or bespoke in-school training for individual schools or clusters	✓
Initial Assessments of pupils, including recommendations and advice	✓
Classroom observations	✓
New Referrals package for all new referrals (including, as appropriate) <ul style="list-style-type: none"> - Initial Assessment including classroom observation - Mother Tongue Assessment and parent interview - Up to 6 BSO settling to school/in-class support intervention sessions as recommended by the Adviser - Recommendations and advice on strategies - Bilingual support for home school liaison 	✓
Transition interventions <ul style="list-style-type: none"> - EAL friendly Pupil Voice - Additional visits with BSO if appropriate - Parent meetings - Briefing for transition lead 	✓
Parental engagement <ul style="list-style-type: none"> - BSOs available for translation and interpreting e.g. translation of letters, phone calls home 	✓
Mentoring for TAs and EAL Coordinators	✓
BSOs for Translating and interpreting,	✓
Training and monitoring for EAL leads Coordinators	✓
Mother Tongue exam package <ul style="list-style-type: none"> - Identification of candidates through assessment of speaking, listening, reading and writing - Direct teaching up to 6 session informed by gap analysis - Mock and feedback - Three sessions for the speaking exam: familiarisation, mock and actual exam. 	✓

Twice yearly planning and Review meetings with EAL Lead in school <ul style="list-style-type: none"> - Analysis of EAL register - Progress of supported pupils - Requests for CPD - Feedback and evaluation of service - Agree priorities 	✓
Pupil Ambassador programme for primary schools <ul style="list-style-type: none"> - Training for Lead on setting up package - Settling up a Pupil Ambassador programme pack for your school including training sessions for Ambassadors, certificates and badges 	✓
Support for EAL CYP with additional needs <ul style="list-style-type: none"> - Support with assessing additional needs - BSO supporting with safeguarding concerns 	✓
Teaching interventions available to purchase, if available to source	£200.00 per ½ day where available

* There is no direct teaching included in this model. The service would endeavour to source teachers as required for purchase, however this would be additional to the contract and there would be some risk as to whether this capacity could be sourced. Lack of delivery of teaching support would not mean that the contract for the other provision outlined above has not been fulfilled.

Model 3 100% /25% model

Overview

In this model schools can opt for the full service, contributing 100% of their allocated EAL funding, with a two-year commitment.

All schools have access to the services listed in the offer outlined below and in addition schools experiencing higher levels of need at any time due to large numbers of new arrivals or pupils/families with higher levels of need will be given priority for extra support, within the County need and Service capacity.

Schools opting for the advisory level contribute 25% of school EAL allocation.

All schools have access to the advisory services listed below. There is no direct teaching or BSO support included in the 25% model. Schools may request teacher or BSO interventions and the service would endeavour to source teachers and BSOs as required for purchase.

The offer		
	Advisory service 25%	Full service 100%
Access to a selection of advice, guidance and model policy documents on czone	✓	✓
Termly EALS newsletter	✓	✓
Advisory meetings/email advice for school staff	✓	✓
Central or bespoke in-school training for individual schools or clusters	✓	✓
Initial Assessments of pupils, including recommendations and advice	✓	✓
Classroom observations	✓	✓
New Referrals package for all new referrals (including, as appropriate) <ul style="list-style-type: none"> - Initial Assessment including classroom observation - Mother Tongue Assessment and parent interview - Recommendations and advice on strategies - Bespoke 6-8 week intervention delivered by teachers and/or BSOs - Review of progress and Access to a further 6-8 week interventions as agreed - Bilingual support for home school liaison 		✓
Transition interventions <ul style="list-style-type: none"> - EAL friendly Pupil Voice - Additional visits with BSO if appropriate - Parent meetings - Briefing for transition lead 		✓
Parental engagement <ul style="list-style-type: none"> - BSOs available for translation and interpreting e.g translation of letters, phone calls home 		✓
Mentoring for TAs and EAL Coordinators		✓
BSOs for Translating and interpreting,		✓
Training and monitoring for EAL leads Coordinators		✓
Access to EALS programmes, e.g. Pupil and Parent Ambassador programmes, Early Days programmes, Secondary development		✓

programme <ul style="list-style-type: none"> - EAL register 		
Mother Tongue exam package <ul style="list-style-type: none"> - Identification of candidates through assessment of speaking, listening, reading and writing - Direct teaching up to 6 session informed by gap analysis - Mock and feedback - Three sessions for the speaking exam: familiarisation, mock and actual exam. 		✓
Twice yearly planning and Review meetings with EAL Lead in school <ul style="list-style-type: none"> - Analysis of EAL register - Progress of supported pupils - Requests for CPD - Feedback and evaluation of service - Agree priorities 		✓
Pupil Ambassador programme for primary schools <ul style="list-style-type: none"> - Training for Lead on setting up package - Guidance on Ambassador-partner sessions - 		✓
Support for EAL CYP with additional needs <ul style="list-style-type: none"> - Support with assessing additional needs - BSO supporting with safeguarding concerns 		✓
Additional interventions on a traded basis Teacher BSO	£200 per half day £38/hr Where available	£65/hr £25/hr

* There is no direct teaching or BSO input included in the 25% model. The service would endeavour to source teachers and BSOs as required for purchase, however this would be additional to the contract and there would be some risk as to whether this capacity could be sourced. Lack of delivery of teaching or BSO support would not mean that the contract for the other provision outlined above has not been fulfilled.

Model 4 Membership model

Overview

In this model all schools and academies select a level of support, with Gold, Silver and Bronze memberships. The Gold is a premium membership with all the benefits of the Silver option, and in addition the opportunity to take part in projects and research led by EALS.

The cost is £300/EAL on roll or £8.50 per NOR for schools with no EAL pupils

The Silver membership includes a wide range of services including teaching and BSO interventions, equivalent to the full package in Model 3.

The cost is £250/EAL pupil on roll or £7 per NOR for schools with no EAL pupils.

The Bronze membership is a basic membership, which entitles members to access support on a pay-as-you-go basis.

The cost is £1000/year for primary schools and £1500 for secondary schools.

Memberships commence at the beginning of each academic year and with a two year commitment.

The offer

	Bronze	Silver	Gold
Access to a selection of advice, guidance and model policy documents on czone	✓	✓	✓
Termly EALS newsletter	✓	✓	✓
Advisory meetings/email advice for school staff		✓	✓
Central or bespoke in-school training for individual schools or clusters		✓	✓
Initial Assessments of pupils, including recommendations and advice		✓	✓
Classroom observations		✓	✓
New Referrals package for all new referrals (including, as appropriate) <ul style="list-style-type: none"> - Initial Assessment including classroom observation - Mother Tongue Assessment and parent interview - Recommendations and advice on strategies - Bespoke 6-8 week intervention delivered by teachers and/or BSOs - Review of progress and Access to a further 6-8 week interventions as agreed - Bilingual support for home school liaison 		✓	✓
Transition interventions <ul style="list-style-type: none"> - EAL friendly Pupil Voice - Additional visits with BSO if appropriate - Parent meetings - Briefing for transition lead 		✓	✓
Parental engagement		✓	✓

<ul style="list-style-type: none"> - BSOs available for translation and interpreting e.g translation of letters, phone calls home 			
Mentoring for TAs and EAL Coordinators		✓	✓
BSOs for Translating and interpreting,		✓	✓
Training and monitoring for EAL leads Coordinators		✓	✓
Access to EALS programmes, e.g. Pupil and Parent Ambassador programmes, Early Days programmes, Secondary development programme		✓	✓
Mother Tongue exam package <ul style="list-style-type: none"> - Identification of candidates through assessment of speaking, listening, reading and writing - Direct teaching up to 6 session informed by gap analysis - Mock and feedback - Three sessions for the speaking exam: familiarisation, mock and actual exam. 		✓	✓
Twice yearly planning and Review meetings with EAL Lead in school <ul style="list-style-type: none"> - Analysis of EAL register - Progress of supported pupils - Requests for CPD - Feedback and evaluation of service - Agree priorities 		✓	✓
Pupil Ambassador programme for primary schools <ul style="list-style-type: none"> - Training for Lead on setting up package - Guidance on Ambassador-partner sessions - 		✓	✓
Support for EAL CYP with additional needs <ul style="list-style-type: none"> - Support with assessing additional needs - BSO supporting with safeguarding concerns 		✓	✓
Opportunities to take part in projects and research led by EALS – contact us to discuss how we can tailor projects to meet your needs and aspirations			✓

Additional teacher and BSO interventions on a traded basis	£300/half day teacher	£65/hr	£65/hr
	£48/hour BSO	£25/hr	£25/hr

Appendix 2

Consultation with schools: English as an Additional Language Service – June 2019

Survey sent to all schools 3rd June 2019

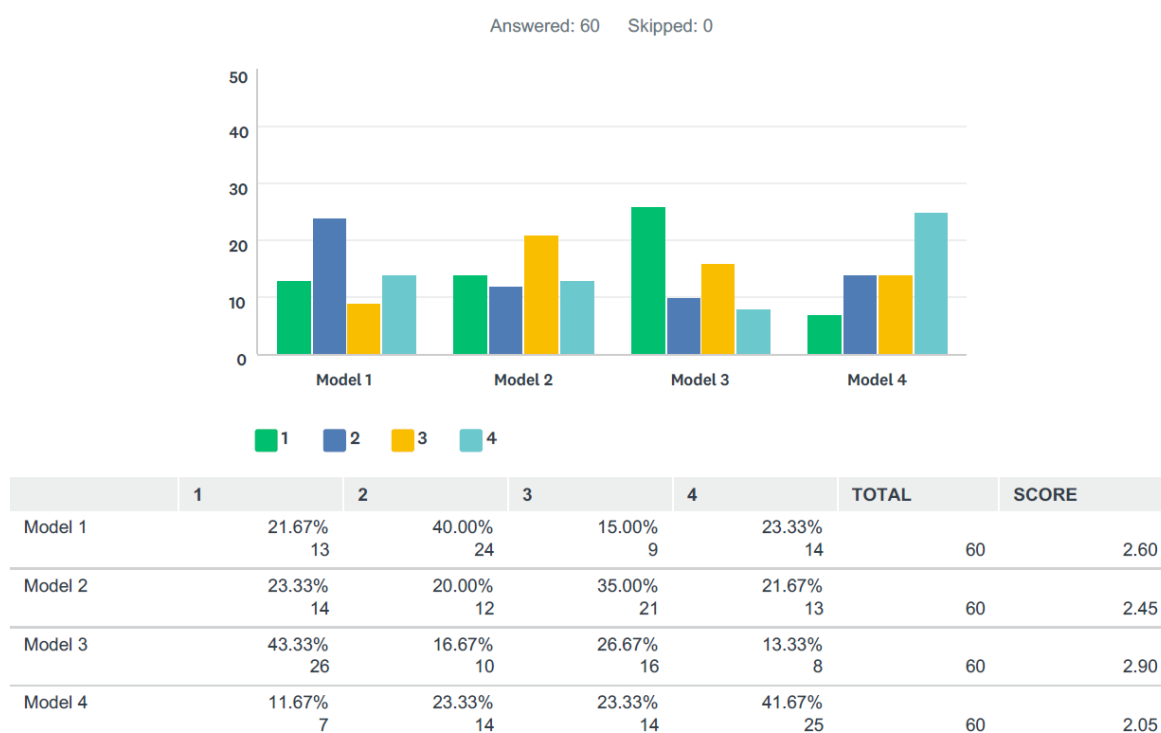
Reminders to complete the survey sent three times

Survey closed 21st June 2019

Responses were received on behalf of 60 schools via the online survey. 8 of these provided incomplete responses only answering Q1.

Survey Analysis:

Q1: Please rank the models in order of your preference with 1 being your first preference. Please make a selection for EACH model



Q2: Do you have any comments on Model 1?

- Good coverage of needs/range of services delivered and 25% of budget remaining for the school to use
- Didn't like this model
- Model has some benefits from reduced EAL funding input and no per pupil

funding. Would be beneficial if local need was higher.

- Not suitable as too much to manage
- This seems the fairest option in view of current budgetary restraints.
- Some concerns about the degree of reduction in the level of intervention. 8 weeks intervention will not be appropriate for all so additional costs may have to be met.
- This is an attractive model but we preferred model 3 because it gave us a bit more provision. However, if other schools prefer this model 1, that will work for us (Uckfield College) too.
- We do not wish to pay 75% commitment for a service that 3 of our students use.
- too expensive for large schools with very little EAL
- Too expensive
- We feel that only 8 weeks of intervention support is too little. We note that we can buy additional time - but feel that we would almost always have to do this in our experience.
- Would miss out on the extended interventions. A short term intervention would have a limited impact on the children
- I assume that the 25% could be spent on a needs basis and there would still be capacity for the service to offer this additional support.
- The length of commitment, making a commitment with no EAL pupils.
- This would be a good model for a school with a larger percentage of EAL students. RSW does not have a large percentage of EAL students therefore the model would not suit us.
- Quite an appealing offer
- Sensible in that schools keep 25% of their allocation to purchase individual interventions. Might this be better to be 60/40
- We didn't appreciate the reduction in the level of intervention.
- Model 1 would limit EALS teaching input to 8 weeks. Given the long-term weekly impact with pupils - and the level of support that would have been needed for any future arrivals who have very low English literacy - we feel that this model would risk limiting what we are able to offer. This is especially as EALS has a skills, knowledge and expertise base which we cannot at present replicate.
- This model is not right for us as we seldom have EAL and with those they are fully English speaking. This has been the case for the last 5 years.
- This model gives us the flexibility of working with the service, and buying in if we need more. As a small rural school we only have a few children who may need the service so this feels the best option for us
- Would meet our children's needs well and prove sustainable for us.

Q3: Do you have any comments on Model 2?

- The closest to what we're doing at the moment
- Fairer to schools with low numbers of EAL EXAM PACKAGE INCLUDED
- Potentially large investment for low level of need locally.
- Better level of manageable work and more flexible to our needs
- More applicable to the demographic of our school
- No guarantee of direct teaching support is detrimental to non-English speaking arrivals.

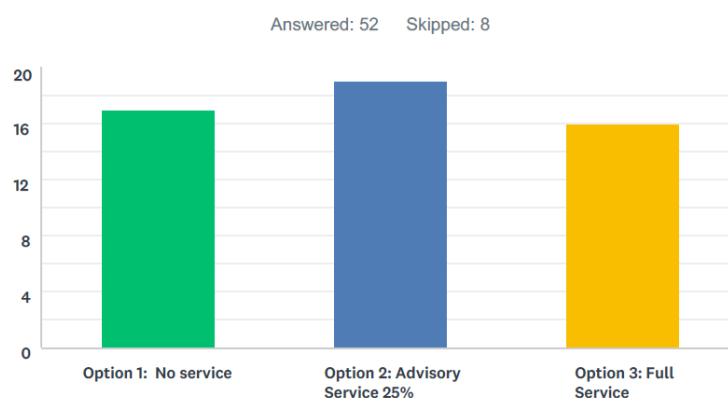
- Paying per pupil on roll (close to £1000 for out school) where there is no EAL seems a little unfair compared to a school who only has 1 EAL and would only pay £150.
- Would be interesting to know how many schools do not have any EAL pupils.
- Far for smaller schools
- The concern is that the impact of the service will be limited
- too expensive for large schools with very little EAL
- Seems the most reasonable
- This is very much our least favourite option. The lack of direct teaching support would be a huge issue for us.
- This would be a reduction of the support we currently receive and the BSO support would be limited.
- This model would not support the needs of our academy as we need EAL direct teaching at short notice at times, if we have a recent arrival with no English. Advisory service would not be sufficient.
- The length of commitment, making a commitment with no EAL pupils.
- I feel this model will put an unfair additional burden on an already over-stretched SEND/inclusion department within schools
- This model would be more suited to a school with a low percentage of EAL pupils.
- Not enough for our needs
- Teaching very expensive in this model
- This would work if you have EAL students, but is woeful if you don't!
- Because there is no direct teaching and we value this.
- Model 2 would not include any direct teaching, which we feel would be a significant detriment to us.
- £4.50 per pupil on roll for school's with no EAL pupils seems high
- This model is not right for us as we seldom have EAL and with those they are fully English speaking. This has been the case for the last 5 years.
- Once committed to this plan, it would make it difficult to plan financially if new children joined.

Q4: Do you have any comments on Model 3?

- This is the model that comes closest to meeting the school's needs.
- Exhaustive coverage, but a 100% commitment doesn't give us any funding for trips/enrichment activities etc.
- Would not go for the 100% model as seems unfair to schools with low EAL 25% model seems fairer but would want access to exams package
- Like the idea of a staged approach, advisory service option would be useful.
- additional teacher rate seems very expensive
- Good compromise between current offer and an 'advisory' service.
- I'm not sure what our EAL allocation is so do not know what 100% of this would be.
- 100% model will be a significant more expensive model than we currently budget for.
- This gives our EAL students a full service and we only commit financially what we have received for EAL.

- Good for those with few/no EAL.
- 25% model which would be most applicable to us would be much like Model 2. Teaching would be prioritised elsewhere even though we were buying in.
- this is the most favourable financially for schools with little EAL
- Far too expensive
- We prefer the 25% version. It's important that funding is fair and individual schools aren't subsidising the service elsewhere.
- We feel that this service best reflects our needs and the current service that we have. We would choose the 100% level.
- This model would be the most similar to the support we currently receive which is perfect for our school situation. We really value the EAL service and the support we get from them.
- We would be interested in the 100% of allocated EAL funding and not the other suggestions within model 3.
- Presumably if too many go for 25% it won't work
- The length of commitment, making a commitment with no EAL pupils.
- This seems most like existing model and involves access to direct teaching
- This has the best offer and will maintain the excellent service we currently receive from EAL service.
- Need 100% of the service
- Appears to be the status quo
- The 25% provides little benefit except that you can purchase additional interventions, however the price is prohibitive and people will source externally.
- This is similar to how we currently operate and we believe it works well.
- Due to the impact of weekly teaching sessions, model 3 would be our preference.
- Our preference is the 25% version
- We feel this is the most appropriate due to the fact that it does allow the purchase of extra packages.
- This model is not right for us as we seldom have EAL and with those they are fully English speaking. This has been the case for the last 5 years.
- Can be difficult to predict what needs will be in two years' time - if I only committed to 25% and then needed more, could be difficult to redirect funding if it has been allocated to support. Not sure how this is more beneficial than option number 1.

Q5: If Model 3 was your preferred model moving forward - please give an indication of which service offer you would be interested in buying



ANSWER CHOICES	RESPONSES	
Option 1: No service	32.69%	17
Option 2: Advisory Service 25%	36.54%	19
Option 3: Full Service	30.77%	16
TOTAL		52

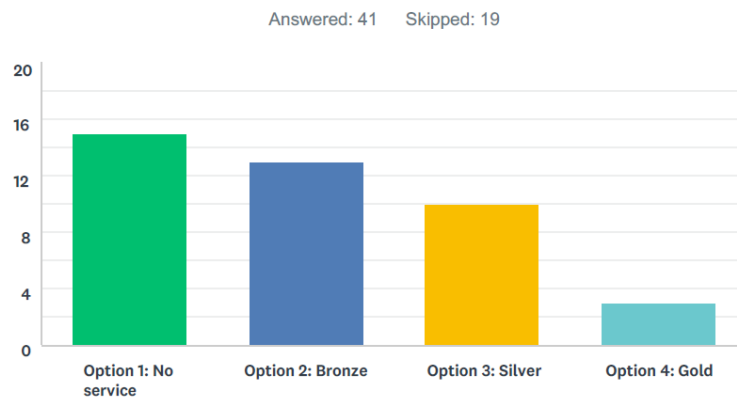
Q6: Do you have any comments on Model 4?

- This is our preferred option.
- The research and project part seems interesting, however the cost per student in the gold option is way too high for us
- I really like the gold service - seems fair on schools and provides for needs
- Staged approach is good but potentially involves a high level of investment for a small need locally.
- Too expensive and a big commitment for smaller schools with above average EAL Intake.
- Paying per pupil on roll (close to £1500 for our school) where there is no EAL seems a little unfair compared to a school who only has 1 EAL and would only pay £150.
- Gold membership would cost significantly more than currently budgeted for.
- Good to have differentiated package for different level of need
- This is the fair service, with the ability to opt into which works best and still retain an ability to have teaching support.
- We would only be able to buy the bronze package. Couldn't afford the others with so few EAL children.
- This is my preferred option
- Our numbers fluctuate as children move in and out of our area. The lower level in this option would be totally unsuitable for us.
- Very difficult to say which service we would buy into, it would depend on the level of need at that time. However, I do believe it is important to give schools a choice.
- It would be extremely costly for a school with the high numbers of EAL pupils that we do. Not really an option for us!
- Would only be interested in Gold or Silver but would need to be shown clear cost of this.
- If too many go for bronze it might not work? I am only selecting on the basis of my

current needs but those might change in the future so I am unsure how wise it is for schools to go for ops 3 and 4

- We are currently looking into resources using the National EMAS team that would be comparable to the offer.
- The cost and the 2 year commitment.
- It has additional costs
- Difficult to see the difference. We are not keen to take part in research
- Question 7 is confusing. It says "If Model 4 is our preferred model...." It is not our preferred option but we are still asked to answer it in order to submit.
- Appears expensive for silver and gold. Unlikely to consider Bronze at all
- The bronze package seems sensible if paying pro rata of EAL, rather than a lump sum.
- There are too many levels to it.
- Model 4 would be an acceptable compromise as we would be able to buy in at our desired level, and effectively maintain Model 3. However this may have implications for the breadth of EAL service throughout the County, due to the funding implications for those schools who buy in at a lower level, or who do not buy in.
- Is the cost £X per EAL pupil or £X per NOR? Is it the lowest of the two?
- It seem a fair alternative but there are concerns over the sustainability of the model
- Pay as you go would suit our situation as we seldom have EAL and if we do they are fully English speaking/literate. However, access to a service should the situation change would be useful.
- For small primary schools with no EAL a silver package would be cheaper than a bronze package.
- I would want silver level - and financially this is the same as model number 1 or 3 on current numbers, but could go up if more children join, making it unsustainable for us as a school.
- This would be my preferred option. However, I have already employed someone as part of their teaching role and am unable to change this in the short term

Q7: If Model 4 was your preferred model moving forward please can you give an indication of which service offer you would be interested in buying



ANSWER CHOICES	RESPONSES	
Option 1: No service	36.59%	15
Option 2: Bronze	31.71%	13
Option 3: Silver	24.39%	10
Option 4: Gold	7.32%	3
TOTAL		41

Schools who responded:

Primary Schools

All Saints CE Primary
 Ashdown Primary
 Blackboys
 Bourne C P School, Eastbourne
 Breakwater Academy
 Cavendish School
 Chyngton
 Cradle Hill Community primary
 Denton CP School
 Ditchling (St Margaret's) CE Primary and Nursery
 Forest Row CE Primary School
 Hankham Primary School
 Harbour Primary
 High Cliff Academy
 Manor Primary School
 Maynards Green CP School
 Motcombe
 Ocklynge
 Pevensey and Westham
 Phoenix / White House Academy
 Robsack Wood Primary Academy
 Rotherfield Primary School

Rye Community Primary School
Sedlescombe CEP
Silverdale Primary Academy
St John's CE Primary
St John's Meads CofE
St Mary Star of the Sea
St Philip's
St Thomas' C o E Aided Primary
Telscombe Cliffs Community Primary School and Nursery
The Haven CE/Methodist Primary School
Tollgate Junior
Woodlands Federation (Broad Oak, Dallington CE, Punnetts Town)

Secondary Schools:

Uckfield College
Beacon Academy
Cavendish School
Chailey School
Claverham Community College
Hailsham Community College
Heathfield Community College
King's Academy
Peacehaven Community School
Priory School
Rye College
Seaford Head School
St Catherine's College
St Leonard's Academy
St. Richard's Catholic College, Bexhill-on-Sea
The Hastings Academy
Willingdon Community School

Anonymous:

This field was compulsory to identify the school but one headteacher wrote "I would rather not complete this"

Timeline for actions

Timeline	Activity
4 September 2019	Launch of second consultation with schools to secure commitment for funding under Model 3 Launch of public consultation
20 September 2019	Schools' Forum – vote on de-delegated budget for EALS
28 September 2019	Close of window for commitment of two-year funding for EALS from schools and academies.
October 2019	Communicate outcome of consultation to all stakeholders: Either formalise offer of service with schools who have agreed to commit funding OR Start consultation to close service from 1 April 2020.
1 April 2020	Implementation of outcome of consultations.