

Belfast Education and Library Board
North Eastern Education and Library Board
South Eastern Education and Library Board
Southern Education and Library Board
Western Education and Library Board
Staff Commission for Education and Library Boards

**Update on the Implementation of the Boards'/Staff Commission's
Equality Action Plan for the period 1 April 2014 – 31 March 2015**

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June 2015

INTRODUCTION

The Education and Library Boards'/Staff Commission's revised Equality Schemes were approved by the Equality Commission for Northern Ireland on 18 November 2011. The revised Equality Schemes each contained a commitment to conduct an Audit of Inequalities which would inform the development of an Equality Action Plan.

The first edition of the Audit of Inequalities informed the development of the Boards'/Staff Commission's Equality Action Plan. In June 2012 a second edition of the audit of inequalities was issued, this is available at <http://www.eani.org.uk/about-us/equality/regional-equality-unit/regional-equality-unit-documents/>

The initial Equality Action Plan identified a number of broad themes which were common across a number of the equality grounds where key inequalities had been identified. The revised Equality Action Plan which, was issued on 15 January 2015, also centred on these broad themes, namely:

- Supporting improved attendance;
- Tackling educational under-achievement;
- Supporting improved access;
- Promoting inclusion;
- Promoting mental health and wellbeing; and
- Promoting inclusion and diversity in employment.

In the Equality Action Plan action measures have been classified as those which are generic and those that are ground specific. It is noteworthy that some of the actions relate to measures which were already in place, the continuation of which is expected to have a positive impact on the promotion of equality of opportunity, disability equality and good relations. This is the fourth user friendly update on the implementation of this Equality Action Plan. If you require any further information on the implementation of this Plan please contact Mrs Cathy Lavery at the Regional Equality Unit, Central Management Support Unit, Education Authority Southern Region, 3 Charlemont Place, The Mall, Armagh, BT61 9AX.

Telephone: 028 3751 2264

Fax:

028 3751 2217

Email:

cathy.lavery@eani.org.uk

CONTEXT

In October 2014, the Northern Ireland Executive agreed to remove the commitment to establish the Education and Skills Authority (ESA) from its 2011-15 Programme for Government. The Executive also agreed a proposal that legislation should be brought forward to create a single Education Authority to replace the five Education and Library Boards (ELBs) and the Staff Commission. This proposal was borne out of the need to implement technical and administrative changes in education in response to structural change presented by local government reform. The Education Bill received Royal Assent on 11 December 2014 and became the Education Act (Northern Ireland) 2014. The Staff Commission and the ELBs were dissolved on 31 March 2015 and the Education Authority (EA) took effect from 1 April 2015. This user friendly summary provides an update on the implementation of the Boards'/Staff Commission's Equality Action Plan for

the period **1 April 2014 – 31 March 2015**. The Education Authority will be required to develop a new Equality Scheme, conduct an Audit of Inequalities and develop an Equality Action Plan.

Action Measures – Impacts and Outcomes

Examples of the out-workings of the Equality Action Plan have been identified under each of its five key themes. It is important to note that the implementation of the Equality Action Plan of itself provides an excellent example of mainstreaming equality throughout the Boards/Staff Commission and has placed equality at the heart of what we do with eighteen inter-Board Groups working to deliver improvements to these services and promote equality of opportunity, disability equality and good relations.

Theme 1: Supporting Improved Attendance

Action Measure	Outcomes/Impact
<p><i>Review levels of school attendance; and develop approaches to tackle non-attendance targeting vulnerable groups. (1.1;1.2; & 1.3)</i></p>	<p>Department of Education Circular No. 2013/13</p> <p>In February 2015 the Department issued its most recent circular ‘Attendance Guidance and Absence Recording by Schools’ which provides schools with good practice guidance and strategies to manage pupil attendance, together with a frequently asked questions section and a new formal absence notification form for parents.</p> <p>Within model attendance policies triggers are in place to alert Schools to initiate a referral to the Education Welfare Service (EWS).</p> <p>Further to the NI Audit Office’s follow up report and the Public Accounts Committee’s (PAC) submission in March 2014 an attendance workshop took place in June 2014 with all stakeholders to progress the recommendations. DE is currently developing a Pupil Attendance Strategy and has included targets relating to school attendance in the Boards’ 2014/2015 Resource Allocation Plans (RAPs). The Boards have developed a regional action plan that incorporates and addresses the action measures derived from the Equality Action Plan.</p> <ul style="list-style-type: none"> • The Education Welfare Service (EWS) in all regions are working in partnership with schools to reduce unauthorised absences and improve attendance through enhanced service level agreements with schools below 90% attendance. These include working with schools to review their attendance policy, attendance weeks or assemblies and Primary Attendance Matters (PAM) in primary schools.

- Support for young people and their families continues through assessment of need, home visits, group work personal development work, interagency work and legal interventions.
- The EWS in all Boards has either delivered or is planning to deliver input to school principals in relation to attendance issues.
- The Chief Education Welfare Officers and the Deputy Chief Education Welfare Officers have worked with the Assistant Senior Education Officer from the northern region in the drafting of a regional action plan
- The EWS is working closely with the Traveller Education Support Service (TESS) to improve the attendance of traveller pupils.
- The EWS (southern region) has recently launched an App designed by pupils and funded by DSD to assist pupils through the differing transfer phases they experience. This will be available regionally.

The Attach Project

There are a number of programmes for Looked After Children (LAC). 'The Attach Project' (TAP) which is the first of its kind in Northern Ireland has been set up in order to support LAC within education. This project continues to be implemented through the Education Project Worker who provides an Education Welfare Service across the six Residential Homes within the Belfast Health and Social Care Trust. The Project has been evaluated through Queen's University, Belfast and the report will be available in September 2015. To date no further funding has been made available to extend the Project into more schools across the region.

Traveller Education Support Service (TESS) and the Education and Welfare Service (EWS)

In response to the NIAO/PAC Reports on attendance and the revised RAP targets TESS and the EWS refocused their planning and introduced a new protocol to help improve joint working between schools, EWOs and TESS staff. The following are some of the 'added value' to this collaborative approach:-

- Traveller attendance rates have improved in the targeted schools where additional attendance support work was directed in 2014/15 e.g. Belfast and Newry schools.

- A new 'pathway' through casework has been developed jointly by TESS and EWS (Southern Region) to help map out the joint working underway.
- A report on all of the attendance support work completed through TESS, Extended Schools and Neighbourhood Renewal has been submitted to the 5 Board Working Group on Attendance.
- The number of referrals of Traveller pupils by schools to EWS has increased in the last 12 months.
- Wider information gathered on Traveller pupils' contact details i.e., relatives, home addresses.
- Additional work to support improved attendance, i.e., extra education, training and pre-employment opportunities identified.
- Early identification of potential premature school leavers and joint working with schools and Area Learning Communities (ALCs) to identify additional training and support to retain Traveller pupils in school and transitions at 16.

A programme promoting improved transition from nursery to primary and primary to secondary education has been developed and piloted by Belong and staff from the Education Welfare Service in the southern region. This programme will be available to all regions.

Roma Community

The targeted programme, specifically to manage the school placement, education engagement and on-going educational issues for the increasing number of ROMA families in the city of Belfast continues to develop. In the academic year 2014/15 to date the number of Roma children and young people registered in school was 188 across 17 Belfast Region schools, with another 25 pupils attending 4 boundary schools in the South Eastern Region, (213 pupils) an increase of 87 pupils on the reporting period last year.

The education welfare service in Belfast is currently working with 100 referrals to the service. This represents 47% of the registered Roma school population.

An internal evaluation of the ROMA programme was submitted to DE demonstrating the need to maintain the service provision and proposing the extension of the funding for a further year. Funds were secured until March 2016.

(Race including Irish Traveller pupils, LAC]

Theme 2: Tackling Educational Under-Achievement

Action Measure	Outcomes/Impact
<p>Continued implementation of school improvement strategy ESaGS¹ and associated programmes. (2.1)</p>	<p>The implementation of the School Improvement Strategy is on target across the 5 Boards. Following inspection, all schools required to have improvement action plans in place have done so and are receiving support from CASS to bring about improvement in provision for all pupils.</p> <p>An analysis of data by gender in 2013/14 year has concluded that examination performance of pupils in year 12 and 14 reveals:</p> <ul style="list-style-type: none"> • Females continue to perform better than their male counterparts with 85.7% of female pupils in year 12 achieving 5 or more GCSEs (including equivalents) at grades A* - C compared with 77.8% of males, a gap of 7.9%. This continues the recent narrowing of this performance gap, which was 8.2% in 2012/13 and 9.0% in 2011/12. • The gender performance gap widens when GCSE English and GCSE maths are added to the 5 or more GCSEs at grades A*-C; 69.3% of female pupils in year 12 achieved 5 or more GCSEs (including equivalents) at grades A* - C including GCSE English and GCSE Maths compared with 60.9% of males, a gap of 8.4%. This gap has also seen a recent declining trend (9.1% in 2012/13, 9.9% in 2011/12). • In year 14 as in year 12, females generally perform better than their male counterparts, 68.1% of female pupils achieved 3 or more A levels (including equivalents) at grades A* - C compared with 61.1% of males in 2013/14. • The performance gap is not as large when 2 or more A level passes are considered. 98.3% of female pupils in year 14 achieved 2 or more A levels (including equivalents) at grades A* - E compared with 97.6% of males. <p>As part of the ESaGS Plan the schools in Achieving Belfast/Derry Bright Futures have submitted specific targets for their key stages. CASS officers have worked with the schools to submit targets which are realistic and based on pupil tracking. This information has been used to prioritise support moving forward.</p> <p>[Age, Gender, and Pupils from disadvantaged/deprived areas]</p> <p>The 'Count, Read, Succeed' project has been delivered across 4 areas with a total of 36 schools</p>

¹ Every School a Good School

<p>Facilitate schools in the implementation of the Entitlement Framework (2.2)</p> <p>Support post primary schools to improve their pupils' attainment at the level of 5+ GCSE at A* - C (or equivalent) including GCSEs in English and Maths (2.3)</p>	<p>participating on a capacity building programme targeted at the 20% of pupils with the lowest outcomes for English and Maths. The development work includes additional support after school for the targeted pupils, peer support and workshops for parents advising them on the best techniques to extend the school-based practice into their support work at home. In addition parents are offered the opportunity to participate in a family learning programme which covers topics such as helping with homework, behaviour, and establishing routines. Feedback from schools and parents has been very positive. This programme will continue until March 2016.</p> <p>Implementation of the Entitlement Framework The implementation of the Entitlement Framework (EF) is on target. All Post Primary schools have completed the 2014/15 EF Audit. The majority are fully compliant with the EF requirements for provision of a broad and balanced range of courses for pupils at KS4 and post-16. CASS officers continue to work with schools and Area Learning Communities to promote full compliance with EF requirements in all schools.</p> <p>The majority of schools have submitted School Development Plans to the Boards which promote improvement, including, for Post Primary schools, improvement in pupil attainment at the level of 5+ GCSEs at A* - C including GCSEs in English and Maths.</p> <p>Implementation Plans for the Area Learning Communities describing how they are meeting the requirements of the EF is available from www.efaudit.org>Info&Help>View Implementation Plans.</p> <p>Inclusion and Diversity Service The Inclusion and Diversity Service has worked to support Belong staff in the development of programmes to support newcomer children and families.</p> <p>The IDS in partnership with Belong completed the delivery of a capacity building cultural competence programme for classroom assistants. The learning from this partnership will continue to be disseminated across the Education Authority in 2015/16.</p> <p>[Race including Irish Traveller children, Age, and Pupils from disadvantaged/deprived areas]</p>
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Improve levels of under-achievement in literacy and numeracy **(2.4)**

Signature Project

In October 2012 OFMdFM announced a Delivering Social Change Signature Programme on improving literacy and numeracy. An additional 230 recent graduate teachers, not currently in work were to be employed to deliver tuition, where appropriate, for children in primary and post primary schools who were currently struggling to achieve even basic educational standards. The total number of full-time equivalent teachers funded by the programme was 267.2 (101.7 primary and 165.5 post-primary)

Support for Planning, Monitoring and Evaluation - NISPLAN

As part of the support system an electronic platform was created by WELB CASS IT staff. The web based platform, the Northern Ireland Signature Programme for Literacy and Numeracy (NISPLAN) is where schools access support materials, seek advice and complete their annual action plans, monitoring forms and evaluation reports. Each school has their own log-in details and the capacity to add its own users. This provides a secure area for schools to complete and store their specific documentation.

Monitoring Progress

As an integral part of the monitoring process, schools were asked to complete 2 monitoring forms covering the periods September to December in January-March and the rest of the year in April-June, providing schools with an opportunity to record progress via the NISPLAN website. Information provided has been used to tailor support to teachers and to inform the ongoing CPD and training.

Resource Materials

Throughout the year core team officers worked with schools to identify examples of best practice which could inform the development of the Signature programme across Northern Ireland. This has included the capturing of practice within schools in DVD format. This DVD has been made available to all schools.

End of Year One Outcomes

An excel spreadsheet was developed to capture information at individual pupil level to include the grade/level before intervention, target grade/level, grade/level achieved and a number of other broader identifying factors pertinent to the pupils. The collection, collation and analysis of this data set has proven to be labour intensive and therefore, the data collection will be incorporated into the end of year evaluation documentation on the NISPLAN website for Year 2 of the programme.

<p>Deliver against key priority Area 3 'Achievement' in the Traveller Education Support Service's Regional Delivery Plan (2.5)</p>	<p>Pupil Information In the primary sector:</p> <ul style="list-style-type: none"> • 1561 pupils received support for literacy; • 1402 pupils received support for numeracy; • 79 pupils received support for Irish; and • A total of 3,042 primary school pupils received support from the programme. <p>In the post-primary sector:</p> <ul style="list-style-type: none"> • 3023 pupils received support for English; • 3635 pupils received support for Maths; and • A total of 6,658 post-primary school pupils received support from the programme. <p>A grand total of 9,700² pupils received support in the first year of the programme. <i>(²A number of pupils may have received support in both English and Maths and will, therefore, be counted twice.)</i></p> <p>Education and Training Inspectorate (ETI) In November 2014 the ETI completed a survey inspection of the Signature Programme. In the survey a total of 82 schools were visited. ETI is also gathering information in relation to the programme during their normal inspection activity. All this information will be brought together to form an initial report due to be issued in April 2015.</p> <p>[Age, Religion, Gender, Race, Disability and pupils from disadvantaged/deprived areas]</p> <p>Literacy and Numeracy Scores for Traveller Pupils Over 90% of the 167 school with 1 or more Traveller pupils have recorded literacy and numeracy scores for each pupil. TESS has organised support visits for the small number of schools who have yet to submit their records.</p> <p>[Religion, Gender, Age, Race, Disability, and Pupils from disadvantaged/deprived areas]</p>
<p>Continue to implement the Achieving Belfast & Derry – Bright Futures projects (2.6)</p>	<p>Achieving Belfast/Derry – Bright Futures Intensive work is ongoing with schools in the Achieving Belfast/Derry Bright Futures initiative through agreed action plans. Progress is monitored by the Department of Education at quarterly meetings, and reports are provided to the Boards' Education Committees. As part of the ESaGS Policy the schools in the initiative submit specific targets for their key stages. CASS officers continue to work with schools to submit targets which are realistic and based on pupil tracking. All schools requiring</p>

<p>Integration of extended schools³ activities/services into School Development Plans (2.7)</p>	<p>support to close the gap in achievement and issues associated with social deprivation are targeted and supported. The majority of targets in the action plan have been achieved or on track for achievement.</p> <p>Extended Schools Activities The inclusion of extended schools activities in each school’s development plan is checked routinely during the annual monitoring visit which is usually completed before the end of April to help the schools include any feedback from Board Officers in their individual annual report.</p> <p>The 5 Board Regional Annual Report has been submitted to the Department of Education. Schools and cluster groups continue to develop new ways to engage with parents and to encourage the most hard to reach parents to participate in activities. These activities range from fitness classes and cooking on a budget to numeracy/literacy workshops. A number of schools also offer accredited programmes such as ESOL & Pre ESOL as well as essential skills in ICT. To improve attendance at these activities a number of schools have designated parental engagement officers who have allocated time each week to contact parents and support them to overcome any perceived barriers to engagement and this has improved communication between the school and the family.</p> <p>Extended Schools case studies identifying examples of good practice can be viewed on the 5 Board website www.niesis.org<http://www.niesis.org> which includes information on how the individual school action plans and cluster action plans help each school deliver against their school development targets. There is a section detailing the background to the new DE ‘Community Education Initiative Programme’ (CEIP) which has allocated £2m of new funding to the areas of highest deprivation across Northern Ireland.</p> <p>[Race including Irish Traveller Pupils and Age]</p>
<p>Ensure that every Looked After Child referred to the LAC in Education Support Service has a Personal Development Plan (2.8)</p>	<p>Looked after Children (LAC) A Regional Implementation Group made up of Trust and Education representatives was set up to oversee the implementation of Personal Education Plans for LAC. Two representatives from this group completed an evaluation of the first two years of implementation of PEPs. A report was produced and a number of recommendations were made. A review of the various sections of the PEP documents has been made and the Departments’ of Education and Health continue to work on the revision of the PEP Guidance Document. The Guidance Document will be re-issued during the</p>

³ Extended Schools Programme aims to reduce differentials and improve the life chances of children and young people, particularly from deprived and disadvantages areas, who have limited access to current services

Early identification of young carers through work with schools **(2.9)**

2015/2016 academic year. The Regional Implementation Group will remain in place to continue to review the implementation of PEPs over this coming period.

Funding was available during 2014/15, through DE, to facilitate teacher attendance at PEP and LAC reviews and to facilitate the completion of PEP reports. Training and support for school staff in completing the PEPs is ongoing.

‘Safeguarding’ Pilot

A pilot exercise was conducted under the auspices of ‘Safeguarding’, a cluster group of up to 10 members from various stakeholder groups including education, health and voluntary/community sector partner bodies. The pilot was aimed at informing Principals/Deputy Teachers of the needs of young carers and how they can be better supported by schools. The pilot exercise was successful and will hopefully be extended as appropriate. **[Young Carers]**

Provision of Educational Support to Young Carers

The Education and Welfare Service and the Child Protection Support Service for Schools share information in relation to support for young carers as appropriate.

Educational Experiences of young people who identify as LGBT

Following consultation with the LGBT sectors the Department of Education used the 2014 DE School Omnibus Survey (a multi-purpose survey of all Principals in grant-aided schools) to pose questions to School Management in relation to homophobia and information/support provided within schools on sexual orientation/transgender issues. The survey was published in November 2014 and can be accessed at http://www.deni.gov.uk/school_omnibus_survey_2014.docx

The Department also commissioned a set of questions in the 2014 Young Life and Times Survey that related to LGBT issues, but could be answered independently of gender/sexual orientation. The report on the 2014 Young Life and Times Survey is due to be published by the summer of 2015.

Ensure that all year 1 and Year 8 pupils are placed through the effective administration of the school admissions and transfer processes **(3.3)**

Maximise opportunities for increased uptake and inclusion in youth services for marginalised and disadvantaged groups of young people at risk of under-achievement **(3.4)**

Work with schools to increase uptake of Free Schools Meals entitlement by pupils **(3.5)**

School Admissions for Year 1 and Year 8 pupils

All pupils were allocated places in appropriate schools by September 2014. The procedure for admission to Year 1 and Year 8 for September 2015 is ongoing.

Increased uptake and inclusion in youth services for marginalised and disadvantaged groups of young people at risk of underachievement

A Scheme was devised to support a minimum of 200 youth organisations to pilot work from April 2014 – March 2015. The scheme was operated throughout the 5 Board areas and all programmes were moderated. Individual reports are currently being prepared which evaluate the impact of the scheme and it is anticipated that best practice will lead to one year's further funding for 2015/16. The target was fully met. **[All grounds]**

School Meals Service

The service continues to employ a number of ways to promote the uptake of both free and paid meals as identified in previous reports. i.e.

- Monitoring service quality and customer satisfaction;
- Developing promotional events on a regional basis;
- Reviewing meal uptake on a school by school basis and addressing issues with schools;
- Installing cashless technology where appropriate; and
- Working with schools to promote a 'Whole School' Approach.

The annual census took place on 10 October 2014. The outcome was published on 21 April 2015. The uptake of FSM in the post-primary controlled sector increased from **70.6% in 2013 to 74.2% in 2014**. The overall uptake of meals across the Boards increased from **57.66% in 2013 to 59.86% in 2014**. However the overall uptake of free school meals, when compared to entitlement, decreased marginally from **80.56% in 2013 to 80.45% in 2014**.

Free meal uptake, as opposed to entitlement, should be of interest to a school not just the catering service and it may be beneficial if there was an agreed performance target for schools.

Meal figures across all Boards continue to show an increase in the number of free school meals served to post-primary pupils, but this is having an impact on paid meals in some Boards.

<p>Deliver against Themes 4, 5,6, and 7 (Partnership Working; Early Years; Special Educational Needs and Youth) in the TESS Regional Delivery Plan for 2014/15 (3.6)</p> <p>Continue to implement the Education Order (NI) 1996 and SENDO (NI) 2005 (3.7)</p>	<p>A joint Board initiative to engage marketing support has progressed and will provide a marketing strategy for the service, a microsite, and a new brand and associated professional materials.</p> <p>A resource for schools called Food@my school has been developed by the Regional Food In Schools coordinator which allows examples of Good practice.</p> <p>The Northern Ireland School Caterers Association organised 2 events since the last update. “Wear it Beat it” in association with the British Health Foundation in February and International school meals day in March.</p> <p>The service is concerned at the withdrawal of earmarked funds for nutritional standards which may lead to increased meal prices and a possible fall in meal uptake.</p> <p>Inter-Board Traveller Education Support Service (TESS) All enrolment, transfer and admissions queries for Traveller families have been dealt with successfully including successful Tribunal appeals for places.</p> <p>Family meetings at school and home visits have been completed to help Traveller families and schools manage the statementing process more effectively.</p> <p>Records are now being submitted by schools after monitoring visits; however, Board services are still unable to access real time data via the C2K system, which hopefully will be resolved under the new Education Authority.</p> <p>Joint working with Early Years (Toybox), Surestart and the Traveller Support Groups has improved the uptake of pre-school places, nursery and primary places, and the accessing of youth services by Traveller children and young people.</p> <p>New Regional SpLD Service Delivery Model In response to targets set by DE, the Boards worked collaboratively to review arrangements for delivery of the SpLD Support Service. The resultant new SpLD Service Delivery Model was informed by current and emerging empirical research/evidence as well as the professional knowledge and experience of those who manage and deliver SpLD across the Boards. The new Model places emphasis on a developmental model of support, which reflects the changing needs of the child,</p>
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<p>A regional evaluation of the DE Capacity Building Pilots; Pilot A: Early Years Settings; and Pilot B: Level A Education Testing (3.8)</p>	<p>regarding their specific area of needs. It also promotes the development of progressive independence of pupils through early intervention, targeted support and intensive pupil intervention, within a context of school capacity building.</p> <p>A draft regional plan for the successful implementation of the new SpLD Service Delivery Model has been developed. The plan continues to be implemented in the post-primary sector, through the increased introduction of assisted technology.</p> <p>Boards continue to implement the statutory assessments of SEN and reviews of SEN, within the times-frames set out in the SEN Code of Practice and the Supplement, subject to permitted exceptions.</p> <p>Pilot Projects: Improved Identification, Assessment and Interventions for Children with SENs and/or a Disability</p> <p>The five Boards were engaged in a series of pilot projects funded by the Department of Education (DE) for building the capacity of teachers and other staff within mainstream schools and DE funded early years' settings. The aim of the pilots was to better support children facing barriers to learning, in particular, those with Special Educational Needs (SEN) over the financial years 2011/12, 2012/13 and 2013/14. The pilots covered two broad areas Pilot A: Early Years Settings and Pilot B: Level A Educational Testing. Both pilots had as the key focus children with SENs and/or disability:</p> <p>The Regional Project Manager (RPM) conducted a robust evaluation of each pilot. Quantitative and qualitative data was gathered at pre and post intervention over the course of both pilots. A detailed regional report has been prepared and submitted to DE which included:</p> <ul style="list-style-type: none"> • strategic context of the pilots; • a description of the pilots; • quantitative and qualitative evaluation of the features of the pilots and the expected outcomes; • evaluation of each Board's unique elements of pilot A; • challenges facing the pilot teams; and • recommendations for future best practice. <p>The qualitative and quantitative data gathered from staff and agencies involved in the pilot settings confirmed that not only were the outcomes for both pilots successfully realised but in most areas</p>
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investigated there were also a statistically significant improvement in the results obtained post pilot intervention. A statistically significant improvement was also seen regionally in teacher self-efficacy to use inclusive practice, managing behaviour and collaboration with others and in parental efficacy and parental involvement in the settings.

In addition to the RPM Report, which was submitted to DE at the beginning of March 2015, the pilots have also been evaluated by the Education Training Inspectorate (ETI). Both the ETI report and the RPM Report will be utilised by DE. Each Board has produced its own DVD celebrating the work carried out by the Early Years' Pilots. A regional DVD has also been produced outlining the pilot from various perspectives such as settings staff, Irish medium, parents and transitioning into Primary 1.

[Age and Disability]

Leadership and Management Capacity Building Programme

The Boards are facilitating the delivery of a Leadership and Management Capacity Building Programme for Special Educational Needs Co-ordinators (SENCOs) or Learning Support Co-ordinators (LSCOs) in all Schools. The Programme is being delivered over 3 phases.

Phase 1 commenced in the spring term of 2014. The aim and objectives of the training were to define roles and responsibilities; enable the SENCO, with support from the School Leadership Team, to take responsibility for the day to day provision made by it for pupils with SENs; enhance the professional knowledge, understanding competence and confidence of the SENCO in order to ensure high quality teaching and learning in an inclusive environment; and promote good practice in the efficient and effective use of resources to improve outcomes for pupils with SENs.

Phase 2 was delivered by the end of March 2015 within the above framework. It considered the process of moving from Stage 2 to Stage 3 of the Code of Practice, the Time Allocation model and the role of the Educational Psychologist in referral and assessment at Stage 3 of the Code of Practice, including interpreting an Educational Psychology Report.

Phase 2, Day 2, continued with the same aims and objectives as the previous training but with a specific focus on the statutory assessment process including using Regional Criteria, Moving from Stage 4 to 5, Provision at Stage 5, provision mapping and planning and the allocation and management of classroom assistants.

<p>Provide support for pupils with Multiple Disabilities and Visual Impairment (MDVI) (3.9)</p>	<p>Inter-Board Regional Electronic Library During the 2014/15 year the Regional Vision Resource Base (RVRB) has continued to support pupils with visual impairments with modified resources to enable them to access the curriculum. Over 1,800 adapted textbooks and customised resources have been produced to 182 pupils in approximately 141 schools across the five Boards. These resources have included individualised customised textbooks, enlarged print, and pdfs. Pupils have been able to avail of technology and other resources from the loan library to enhance their learning experience and potential. The RVRB has been able to invest in additional assistive technology for the library including large screen monitors, DEL All in One Tablets, CCTVs and a range of task lighting all aimed at increasing equality in the educational experience for pupils with a visual impairment.</p> <p>A development proposal regarding training options for relevant Education Authority and school staff is to be prepared and presented to DE for consideration. [Disability and Age]</p>
<p>Support pupils with a disability and/or SEN moving from school to adult life (3.10)</p>	<p>Transition Services are currently addressing the issue of Travel Training for young people with learning disabilities. Training, in the form of ‘Training the Trainer’, has been progressed for school staff in a number of areas with a view to building capacity in schools to prepare leavers to use transport. Initial audits are being progressed, to determine the amount of training already embedded in schools. Training will be arranged following assessment of the audits.</p> <p>It is inevitable that any subsequent training will be dependent on the availability of resources to support such work. Furthermore it is accepted that models of support may, in future, vary depending on the requirements of individual schools. [Disability and Age]</p>
<p>Improve the learning environment for children and young people with a disability and/or SENs (3.11)</p> <p>Continuation of the SAMs Programme (3.12)</p>	<p>Improvements to the Learning Environment for Children and Young People with a Disability and/or SENs The Boards’ Property Services Divisions respond to requests from Occupational Therapists regarding individual works at schools; makes provision for disabled access in new builds and refurbishments and carries out programmes of disability works to improve accessibility in the schools’ estate.</p> <p>School Aged Mothers Programme The School Aged Mothers Programme (SAM) continues to provide support for school aged mothers. Four of the Boards have dedicated SAM co-ordinators specialising in this area. Individual and group support programmes are delivered depending on the needs of the young women and geographical</p>

<p>Implementation of the Joint Board Action Plan to promote the uptake of STEM/CEIAG in response to the Executive's STEM Strategy (3.13)</p>	<p>restraints. The remaining board has the equivalent of one co-ordinator, however, the role is split across the areas with the project officer role in each area. [Gender, Age and Carers]</p> <p>Science, Technology, Engineering and Mathematics (STEM) Launched in 2009, the STEM Module is a mobile laboratory and workshop equipped with everything required to deliver a state of the art learning experience to schools across the province. The STEM concept aims to promote these subjects as career choices for young people and contributes to raising standards in literacy and numeracy.</p> <p>The 5 Board STEM/CEIAG Plan was fully implemented by 31 March 2015. [Age, Gender]</p>
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Theme 4: Promoting Inclusion

Action Measure	Outcomes/Impact
<p>Delivery of the DE's CRED⁵ policy and related programmes. (4.1)</p>	<p>Community Relations Equality and Diversity in Education (CRED) Leadership training for full-time youth leaders who have specific roles in the local community tackling issues such as deprivation, educational under-achievement and sectarianism has been delivered. Within the five Boards 265 full-time youth workers have completed training across the range of programmes. The original target of 200 staff was exceeded.</p> <p>DE has now confirmed that no earmarked funding will be made available to the Education Authority to enable provision of support for further implementation of CRED Policy in schools and youth groups during 2015-16. The key consequences of this will be that no regional CRED training programme will be offered this year and no CRED Enhancement Scheme funding will be available. The Education Minister has indicated that he will expect schools; youth work settings, the EA and the Youth Council for Northern Ireland to continue to deliver the policy through existing funding.</p> <p>During the year significant improvement work was taken forward by the CRED inter-Board Group to review and improve the CRED website. Many useful resources and examples of CRED practice can be accessed at www.credni.org</p> <p>The Inter-board panel has launched Newsletter containing news and models of good practice. The Newsletter is available on line and in hard copy. [Good Relations - All grounds]</p>

⁵ Community Relations, Equality and Diversity in Education

Complete a 'Window in Practice' exercise on LGBT young people using the inter-Sectoral Quality Assurance Framework (4.2)

A Stakeholder Group of representatives from the CRED inter-Board Panel, DE, and the Southern Board completed a 'Window in Practice' exercise on LGBT young people. The aim of the process was to develop ways to increase the confidence and capacity of young people, youth work staff and the Boards to respond to LGBT youth need, by reflecting deeply on the lived experiences of young people and on the role of youth work and youth workers in supporting LGBT young people.

Through the process a number of recommendations have been identified to support young people, staff and the SELB Youth Service to develop inclusive youth work provision for LGBT young people.

Delivering Social Change Programme for a Shared Education - Signature Project

In September 2014, the First and Deputy First Ministers (OFMDFM) announced a £25million funding package under the Delivering Social Change Programme, for a Shared Education Signature Project. The project provides funding to support Shared Education programmes in schools over the next four years. Senior Officers across the Boards have worked closely with the Department of Education, the Education and Training Inspectorate (ETI), Atlantic Philanthropies and OFMDFM to take forward this programme. From the 1 April 2015 the programme will be delivered by the Education Authority. A Project Management Board involving the key stakeholders has been established to oversee the work of the programme.

The first call for applications targeted up to 150 of the most experienced schools who have demonstrated a significant commitment to shared education through previous partnership working. The target for the second cohort is to involve up to 600 additional schools.

Board officers have worked closely with the ETI to develop a self-evaluation framework which enables schools to baseline their current stage of development within their partnership and to help map the journey as they move forward.

Cohort 1

Information sessions were held across the Boards for all schools who wished to apply for the first cohort in November/December 2014.

Applications were submitted in December 2014 and support and guidance was required to develop and improve the proposed programmes. Applications were then resubmitted in early March 2015 for reconsideration. Applications have been assessed by an independent panel and considered for approval by the Project Management Board. All schools which have been approved in Cohort 1 have

<p>Deliver against Theme 8 –‘Inter-Culturalism and Anti-Racism’ in the Traveller Education Support Services (TESS) Regional Delivery Plan for 2014/15 (4.3)</p>	<p>been issued with letters of offer. The total funding allocation to schools in Cohort 1 for the first year is £798,207.90 There were a number of key learning points arising from the process in cohort 1 and these have resulted in further refinements for the second cohort.</p> <p>Cohort 2 –Application process for Cohort 2 opened on 20th March 2015.</p> <p>Staffing Professional staff have been recruited through a public advertising process. A Co-ordinator and 9 Development Officers have been appointed, 5 have taken up post. The staff appointed have a range of experience, both in shared education and related areas. It is anticipated that all staff will be in place by the end of May 2015.</p> <p>Website A website has been established to provide relevant information and guidance to schools. Further details are available at www.sepni.org</p> <p>Inter-Culturalism and Anti-Racism Co-delivery of a one day Traveller training between TESS and the Traveller trainers from the Safe and Well project was successfully completed at Sacred Heart Omagh with 45 staff members.</p> <p>TESS trainers also delivered a half day in-service whole school training session for all staff in St Joseph’s College Enniskillen specifically on Traveller awareness.</p> <p>An on-line training module continues to be developed with learning from the Belong project which is due to be completed in September 2015. This action measure has been re-entered into the 2015/16 action plan.</p> <p>All templates and guidance notes have been uplifted to the TESS webpages at: http://www.selb.org/schools/traveller-education-support-service/ [Race, Age, and Good Relations]</p>
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<p>Continued Implementation of a regional approach to all aspects of anti-bullying at prevention, intervention and support levels. (4.4)</p>	<p>All Boards continue to deliver training to schools in relation to the Northern Ireland Anti-Bullying Forum Resource Pack 'Effective Responses to Bullying Behaviour'. Evaluations from the training courses delivered from all Boards reflect a very positive reception.</p> <p>The Minister asked the Northern Ireland Anti-Bullying Forum to undertake a review of the legislation and the existing guidance provided to schools. The Forum carried out the requested review and made the following three main recommendations to the Minister:-</p> <ul style="list-style-type: none"> • a common definition of bullying be provided; • a requirement is introduced for all grant-aided schools to centrally record complaints of bullying, motivating factors behind the bullying behaviour and the actions taken by the school in addressing each complaint; and • a requirement is introduced for each Board of Governors to identify and designate one or more members, with responsibility for the development of its anti-bullying policies and for their proper implementation within the school. <p>The Department of Education launched an eight week consultation exercise on the 5 January 2014 which concluded on the 27 February 2015. Various methods of engagement were used including providing the information in a 'child friendly' format and the facility to complete the response form online. As a result, 4,886 responses were received, which included 4,200 responses from pupils; 202 from individual schools; 53 from organisations and the remainder from others. The responses are currently being analysed.</p>
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<p>Build capacity amongst teachers and school support staff to facilitate the delivery of mainstream policies.</p>	<p>The inter-Board Inclusion and Diversity Service continues to work with both Stranmillis and Queen's University by providing work placement opportunities and briefings on the experiences of children from ethnic minorities in particular 'supporting newcomer pupils'. [All grounds]</p> <p>IDS and Chester Beatty Library A multi-agency approach was used to develop intercultural education in post primary schools. The project looked at how cultural artefacts could be used to increase students' understanding of other cultures and faiths. A booklet of ideas for lessons, mapped against the Council of Europe's framework for intercultural competencies is now available. The project is being extended to develop a resource for primary schools. The IDS, in partnership with Chester Beatty Library, has developed a follow up 'Ways of Seeing' resource addressing inter-cultural education. This resource will be launched in May 2015.</p> <p>Parental Engagement The IDS, in partnership with Queen's University, has commissioned research to address the issue of parental engagement for culturally and linguistically diverse communities. The outcome of the research will be launched in May 2015.</p>
<p>Continue to build relations via networks such as the Joint Consultative Forum and LGBT Forum (4.5)</p>	<p>Over the years the JCF has become an integral part of the education sector and an important lynchpin in ensuring effective engagement with the community, voluntary and trade union sectors. During the year two meetings of the JCF took place. One was a special meeting to celebrate the 10th Anniversary of the JCF and was held at Ashfield Girls' School. A number of guest speakers from both the public and voluntary sectors addressed the special meeting. In addition to the speakers there was a wide range of services and resources on exhibit from across the Boards and JCF partners to highlight the ongoing work with children and young people, with particular emphasis on Section 75 and equality in general. A special JCF paper, produced by the Staff Commission, was presented at the meeting. The paper outlined a number of changes over the past ten years which had been developed following the introduction of Section 75 and the mainstreaming of the equality duties. It highlighted programmes of work aimed at tackling educational underachievement and engagement with children and young people to promote equality of opportunity and good relations. A copy of the paper is available at www.selb.org/about-us/regional-equality-unit/joint-consultative-forum-documents/ An Equality Representative attended the quarterly meetings of the LGBT Consultative Forum.</p>

Theme 5: Promoting Mental Health and Wellbeing

Action Measure	Outcomes/Impact
<p>Implementation of a range of programmes to promote the positive mental health and well-being in Children and Young People including the DE's 'I Matter' Programme. (5.1, & 5.2)</p>	<p>Capacity building in relation to 'I Matter' – 'A Guide to Managing Critical Incidents' has been delivered to a number of schools.</p> <p>Independent Counselling Service for Schools (ICSS) Counselling in schools can make an important contribution to supporting the emotional health and wellbeing of young people. The independent Counselling Service for Schools is there to provide a 'listening ear' and works as an integral part of a school's pastoral care system to help provide this support to pupils. The Department of Education has funded an independent counselling service for post-primary aged pupils in grant-aided schools since 2007. The support provided conforms to high professional standards and current best practice for school based counselling.</p> <p>The Boards continue to provide training to school staff to promote the positive mental health of children and young people through INSET and requests from individual schools.</p> <p>Partnership working with Health Service Trusts is also on-going to address issues such as self-harming, mental health and suicide prevention.</p> <p>The following are two examples of partnership working:- In the North Eastern Board the Youth Service continues to deliver a 'Young Men's Support' Project across 10 District Council Areas including Cookstown in the SELB. Initial funding has been received to the end of June 2015, with a budget review for potential delivery after that date. The work is funded by the Northern Area Public Health Agency and managed by a Senior Youth Officer. The focus is on 15 – 25 year old young men who may be at risk of suicide and self-harm or have been impacted by suicide. The Project is delivered by 2 Senior Youth Workers using individual and group work practice. Positive working relations have been built with other Voluntary and Statutory Agencies and services in this field. Over the past 4 year period approximately 650 young men have been involved with the project.</p> <p>In the Southern Board the Youth Service makes a small contribution towards the cost of a worker employed by the Health Trust whose remit includes working with young people around health related issues. The agreement allows for closer working relationships, better understanding of each other's core practice and the potential for collaborative delivery of practice and training.</p>

	<p>Looked After Children (LAC) A Personal Education Plan (PEP) has been introduced since September 2012 for Looked After Children (LAC), which schools have been asked to complete on an individual pupil basis. Training and support for school staff in completing the PEP is on-going, Theme 2 above refers. [LAC]</p> <p>Young Male Travellers The boxing initiative in St Joseph's College Coalisland, proved to be successful with up to 12 Traveller children attending during 2014. Numbers attending began decreasing over the year and the school did not resume the project in Sept 2014. The work was continued on by the local Traveller Support Group (An Tearmann) in partnership with Clonoe Boxing Club and facilitated by a £10,000 grant from SportNI. This funding was used to provide personal development, cultural confidence and healthy choices for 15 Travellers and 10 settled participants. St Joseph's College is now keen to reconsider starting the boxing project through their extended schools funding, however, a start date has yet to be identified.</p>
Provide appropriate educational provision for Education Other Than at School (EOTAS) pupils (5.3)	The Boards' Assistant Senior Education Officers are currently scoping the implications of the revised EOTAS guidance to be implemented by April 2016 within the context of a regional model. [Gender, Age, Special Educational Needs and Social Disadvantage]

Theme 6: Promoting Inclusion and Diversity in Employment

Action Measure	Outcomes/Impact
<p>Raise awareness among staff of the Section 75 NI Act 1998 and Section 49A of the Disability Discrimination Order 2006 (6.1)</p>	<p>Interim Inter-Board Regional Equality Unit</p> <p>During the year the interim inter-Board Regional Equality Unit published (on an inter-Board/Staff Commission basis) the following:</p> <ul style="list-style-type: none"> • Quarterly screening reports; • Section 75 Equality Updates to Board Members, the Joint Negotiating Council and the Teachers' Negotiating Committee; • Draft Annual Report for submission to the Equality Commission. <p>It also organised a series of training programmes for Board Officers on Equality Screening and Diversity and Capacity Building sessions for members of the Joint Consultative Forum.</p> <p>[All grounds]</p> <p>In relation to employment equality a regionalised approach has been developed in partnership with the Education Authority Implementation Team on the review and up-date of employment policies, practices and procedures to reflect legislative developments and emerging best practice. These policies will be operationalised upon the establishment of the Education Authority.</p> <p>(All grounds)</p>
<p>Further mainstreaming of Section 75 objectives and targets into corporate policies and annual operational business plans (6.2)</p>	<p>Officers are much more aware of their responsibilities under Section 75 and its impact on stakeholders thereby supporting the further mainstreaming of Section 75 into corporate policies and planning. This is demonstrated by the wide variety of equality updates provided monthly for senior managers including quarterly updates for Board members, updates for the Joint Negotiating Council and the Teachers' Negotiating Committee, the quarterly screening reports and regular 'user friendly' progress reports for Section 75 consultees. Indeed the JCF 10th Anniversary event held in December 2014 was attended by a number of senior managers/Chief Executives from across the Boards including Board members. Whilst the Boards/Staff Commission have been undergoing a period of considerable change in the last number of years, they have done their utmost to continue to raise the equality agenda and deliver training and advice, when required. As we move into 2015/16 a new Equality Scheme will be developed for the Education Authority and a new way forward planned.</p>
<p>Ensure existing employees who are or who become disabled are supported and facilitated</p>	<p>All requests for reasonable adjustments were considered in line with the Boards' Reasonable Adjustments Procedures.</p>

<p>through the Boards'/Staff Commission's reasonable adjustment arrangements (6.3)</p>	
<p>Using feedback from the regional school satisfaction survey on teacher training needs, produce an evaluation report by phase; sector; workforce type and type of training of individual schools (6.4)</p>	<p>The annual survey in relation to developing the education workforce was carried out over the period March 2013 to April 2014. The survey was issued to 1,184 schools, 70 of which replied. This equates to a response rate of 5.9%. Unfortunately, such a low response rate renders the results invalid. The Central Management Support Unit has had discussions with the Boards' Senior Education Officers and a revised methodology has been identified, using a more targeted approach to improve the response rate. The details of the revised methodology are to be agreed through the Assistant Senior Education Officers' Group and communicated to CMSU. (All grounds)</p>
<p>Develop a regional Job Evaluation Scheme (6.5)</p>	<p>Proposals for a regionalised Job Evaluation Scheme have been drawn up; consultation is ongoing with the recognised trade unions. (All grounds)</p>

Useful website addresses relating to on-going work associated with the implementation of the Equality Action Plan are set out on page 27.

Useful website addresses relating to on-going work associated with the implementation of the Equality Action Plan

Education Authority	www.eani.org.uk
Regional Equality Unit	www.eani.org.uk/regional-equalityunit
Community Relations Equality & Diversity in Education	www.credni.org
Education & Library Boards – Strategic Area Plans	www.puttingpupilsfirst.info
Entitlement Framework & Area Learning Communities Implementation Plans	www.efaudit.org (Information & Help)
Inclusion & Diversity Service (IDS)	www.education-support.org.uk/ids
NEELB TV	www.neelb.tv
Northern Ireland Extended Schools Information System	www.niesis.org
Primary Integrating & Enriching Education Project (PIEE)	www.neelb.org.uk/schools/piee
Stem Module Website	www.stemmodule.com
Student Finance	www.studentfinanceneni.co.uk
The c2K Project	www.c2kni.org.uk
Traveller Education Support Service (TESS)	www.selb.org/tess
Youth Work NI Curriculum Development Unit	www.youthworkni.org.uk
Youth Education Social Inclusion Partnership (YESIP)	www.yesip.org
Every School a Good School (Department of Education web based platform)	www.esags.tv
Sharing in Education Programme (Final evaluation)	www.deni.gov.uk/eti
Department of Education (Statistics)	www.deni.gov.uk/facts-and-figures-new/education-statistics/suspensions-and-expulsions
Department of Education (Omnibus Survey)	http://www.deni.gov.uk/school_omnibus_survey_2014.docx