

## Rationale Used to Develop Action Plan

### State the rationale used to support your prioritisation for 10/11 in response to the 'New Approach' to ESOL. In your response consider:

- Key characteristics of priority individuals as described in the 'New Approach' to ESOL document (i.e. have poor or no English language skills; are isolated/excluded from, and not connecting with communities outside of their own; are currently not accessing or are under-represented in learning provision, or are not progressing in their learning; are those on the path to British citizenship who are seeking to meet the English language and knowledge requirements for settlement/permanent residence, probationary citizenship <when it is introduced>, and British Citizenship; are refugees given protection by the UK Government)
- What key local issues does the prioritisation within the Action Plan address? (e.g. Community Cohesion; Employability; Recently Arrived Communities; Priority Neighbourhoods)
- What target outcome(s) does your action plan aim to deliver for the Local Authority?
- How do these outcomes fit with the Local Authority's wider strategic objectives? (e.g. Link to National Indicators; Wider Policy Context)
- What data has been used to support the prioritisation in your Action Plan (e.g. 2003 Skills for Life Survey, ILR, Local Data)

To ensure ESOL provision is targeted and focussed on identified priority groups:

- women who have poor or no English language skills
- Those who are isolated from their communities or are new arrivals
- Young people who are not progressing in learning or who are under-represented in learning
- Those living in priority neighbourhoods
- Those seeking employment

Darlington providers recognise the importance of English language skills as a way of promoting community cohesion. With the majority of non-English speaking communities residing in a small area of the borough (Northgate and Central wards) it is important to address the needs of those communities.

This Action Plan aims to deliver the following: Narrowing the gap by improving access to services; improving language skills; increasing participation in learning, employment and community activities; empowering communities

These outcomes link to One Darlington – Perfectly Placed and to a number of national indicators including NI13 (Migrants' English language skills and knowledge), NI151 (overall employment rate), NI 161 (learners achieving a L1 qualification in literacy), NI163 (proportion of population aged 16-64 for males and 19-59 for females qualified to at least L2 or higher) NI1 (% of people who believe people from different backgrounds get on well together), NI2 (% of people who feel that they belong to their neighbourhood). For migrant families the outcomes will also include the national indicators relating to achievement at school as well as contributing to NI 16 (proportion of children in poverty)

Data from providers about enrolments, LSC data, Job Centre Plus data as well as soft data experience and knowledge has been used to support the plan

## Local ESOL Priority Groups and Implementation Actions

ESOL Priority Group Description	Summary of changes required to implement this priority <i>Please consider:</i> - Engagement of Learners - Type of provision required - Support in addition to provision e.g. transport / childcare / translation services - Progression strategy  <b>If change to provision is required please record high level changes in this section. Details of changes to provision can be recorded at page 3</b>	Key Activities required to implement this priority		
		Key Activities	Deadline for Key Activity	Partner Responsible
women who have poor or no English language skills	Partners will develop provision which allows women to participate in learning. Women from the BME communities are under-represented in learning	Need to determine the factors which prevent women from accessing English language provision		Local Authority
		Review Children's Centres activities		Local Authority
		Refocus some Family Learning activity		Local Authority
Those who are isolated from their communities or are new arrivals	Partners will need to review their funding streams to determine who is eligible for support. A signposting and referral system will need to be developed	Closer working with Housing Department and GPs to determine numbers and locality		Darlington College
		Develop community leaders to support cohesion		Local Authority
Young people who are not progressing in learning or who are under-represented in learning	The actions to increase the number of young people need to align to the actions of the 14-19 Partnership. Providers may need to review their curriculum offer	Need to link to the 14-19 Partnership, Connexions and 3 <sup>rd</sup> sector organisations who work with young people, to determine the number of young people and their engagement in education, employment or training		Darlington College
Those living in priority neighbourhoods	Partners to review their provision and location of delivery in order to support priority neighbourhoods	Need to determine if more local provision is required		WEA
		Develop community leaders to support cohesion		Local Authority

## Plans to deliver a change in ESOL provision to better support the needs of identified priority groups

ESOL Priority Groups	Volume of Potential Learners	Mode of Provision – Model	Mode of Provision - Timing	Level of Provision	Providers	Comment
<i>Priority Description</i>	<i>Indicative overall volume of learners in priority group in 10/11</i>	<i><b>You may want to consider:</b> Embedded; Short Intensive; Distance Learning; Outreach; Set Courses; Roll On / Roll Off Courses; Other</i>	<i><b>You may want to consider:</b> Evening; Daytime; Weekday; Weekend; Other</i>	<i><b>You may want to consider:</b> progressing to entry level 1; Entry level 1 and 2 and moving across entry levels; Entry 3 readiness to progress to Level 1; Level 1;Level 2</i>	<i>Enter potential or signed-up providers who will be delivering the change to provision</i>	
All groups	Further work needs to be carried out to determine numbers	Providers will be offering ESOL qualifications but also developing provision which is tailored towards those who are not ready for or do not want a qualification	Providers are willing to offer programmes at times which are suitable and which take into account cultural/religious activities	Levels will start at pre-entry up to Level 2	Darlington College WEA Darlington Borough Council Queen Elizabeth 6 <sup>th</sup> Form College	Further discussions to take place re progression routes
						ESOL Forum to be developed

## Below are some questions to help you plan the areas you wish your changes to ESOL Provision to impact on

### Plans to lever in additional funding (non-LSC) and align services for adults with ESOL needs

Notes (insert yes/no and any comments)	
Have you / do you plan to identify other (non-LSC) sources of funding to provide additional ESOL provision?	<b>Yes. Partners will work together to identify sources of funding.</b>
Have you / do you plan to improve the alignment of Local Authority Services to further support ESOL engagement/provision, e.g. use of Sure Start childcare facilities, Family Learning or Personal and Community Development Learning Funds, or Cohesion programmes for outreach and engagement activity?	<b>Yes. The local authority has developed integrated working which includes Children's Centres, family learning, health, youth work and Connexions. There is a commitment to supporting ESOL engagement</b>

### Plans to use ESOL provision to further the community cohesion agenda in Local Area

Notes (insert yes/no and any comments)	
Will ESOL provision be targeted at specific geographic localities or community groups within the local community?	Yes, within priority wards
Will ESOL provision have an impact on regeneration and economic development in the local community?	Yes, there will be a focus on employability/volunteering skills
Will the content of the ESOL curriculum be tailored in order to support the community cohesion agenda in the Local Area?	Yes, in conjunction with the Connecting with Communities Team
Will ESOL provision contribute positively to learner perceptions of, or sense of belonging to, the local community?	Yes
Will ESOL provision positively contribute to the take-up of other services (health, education, etc) or decreased translation in the Local Area?	Yes, the curriculum will promote access to services
Will ESOL provision contribute positively to people from different ethnic and religious backgrounds mixing together?	Yes, classes are mixed
How else will you use ESOL to further the community cohesion agenda in your local area? Please provide evidence or examples:	Yes, learners will be supported to volunteer, go on visits and join community partnerships

## Plans to use ESOL provision to improve the employability and progression of learners in the Local Area

Will ESOL provision facilitate the progression of learners into employment or employment support?

Will the content of the ESOL curriculum be tailored in order to support the employability agenda in the Local Area?

Will ESOL provision facilitate the progression of learners into other forms of learning (e.g. vocational provision, other levels of ESOL, formal or informal levels of learning etc.)?

How else will you use ESOL to improve employability, learner progression or learner opportunities in your local area? Please provide evidence or examples:

### Notes (insert yes/no and any comments)

Yes, there will be a focus on employability/volunteering skills

Yes

Yes, IAG is an integral part of the curriculum

**There are good links with the 14-19 Partnership, the job centre and the 3<sup>rd</sup> sector. These links will be used to improve opportunities.**

[www.lsc.gov.uk/whatwedo/adultlearner/esol.htm](http://www.lsc.gov.uk/whatwedo/adultlearner/esol.htm)

