

Subject:

THE EDUCATION OF CHILDREN AND YOUNG PEOPLE FROM THE TRAVELLER COMMUNITY

Circular Number:

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Target Audience:

- Principals and Boards of Governors of all Grant aided Schools;
- Education and Library Boards;
- The Council for Catholic Maintained Schools;
- Comhairle Na Gaelscolaíochta; and
- Northern Ireland Council for Integrated Education

Summary of Contents:

This Circular provides updated guidance on the education of children from the Traveller community.

It also provides guidance for all schools on the inclusion of the Traveller community in our schools.

Annex A provides details of the legislative and strategic context.

Annex B provides examples of good practice.

Annex C provides a list of useful contacts for schools.

Annex D provides definitions of 'Accommodation Type'.

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Governor Awareness:

Essential

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Guidance for Principals and Boards of Governors

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N/A

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THE EDUCATION OF CHILDREN AND YOUNG PEOPLE FROM THE TRAVELLER COMMUNITY

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INTRODUCTION

1. The Irish Traveller community has been defined as "a community of people....who are identified (by themselves and others) as people with a shared history, cultures and traditions, including, historically, a nomadic way of life on the island of Ireland".¹ This includes those Travellers who live in 'settled' accommodation.
2. Travellers are recognised as an ethnic minority under the Race Relations Order (Amendment)(NI) 2003, and Section 75 of the NI Act 1998 places an obligation on designated public authorities to have due regard to the need to promote equality of opportunity between a number of different categories including different racial groups. In addition, designated public authorities are also required to have regard to the desirability of promoting good relations between persons of different racial groups. Both UK and Irish governments are signatories to the UN Convention on the Rights of the Child and this Circular is guided by the principles of the Convention. Further details on legislation and relevant government policies and strategies can be found at Annex A.
3. The Department of Education values the Traveller community and recognises the importance of making sure that each Traveller child and young person is given equal opportunities to access the full curriculum and participate in an inclusive environment in all aspects of school life.
4. This Circular should be read in the context of a whole-school approach to diversity. Much of the guidance in the circular is also applicable to other minority ethnic children, or indeed any other children. This Circular focuses specifically on Traveller children as part of the wider context. Equality is a key concept; however equality does not always mean that all pupils should be treated the same. Given the historically high levels of disadvantage suffered by the Traveller community in both the north and the south of Ireland, the Department believes that it is important to take additional positive actions for the education of Traveller children and young people in particular. The Department is committed to working towards raising the attendance and achievement level of Traveller children to a par with other children (including other minority ethnic groups). *Every School a Good School: A Policy for School Improvement* specifically mentions Travellers as one of the groups that require a particular focus to close the gap in achievement (See Annex A).
5. We have many excellent examples of schools which have encouraging evidence of how they are delivering high standards of support for children and young people from the Traveller community and some examples of this good practice are outlined at Annex B. However, more can be achieved and this circular is intended to provide updated guidance to all schools on both the education of Traveller children and raising awareness of the way of life and cultures of Travellers among all pupils and teachers. As Roma children are likely to encounter similar challenges in education to those faced by Irish Travellers, this guidance will also assist schools in supporting Roma children and young people.

POLICY PRINCIPLES

6. Education for children and young people from the Traveller community should be provided in an inclusive environment which should be nurtured within the whole school community. This environment should:
 - Be positively welcoming of all children.
 - Provide equality of opportunity for all and foster good race relations.

¹ Race Relations (NI) Order 1997

- Be understanding of the way of life and cultures of Traveller families.
- Value and affirm the contribution of a diversity of cultures within a whole-school approach.
- Maximise the opportunity for every learner to fulfil his or her potential.
- Recognise and encourage parents as primary educators.

TEACHER COMPETENCIES

7. When developing the professional competencies set out by the General Teaching Council teachers should consider in particular how they can apply these competencies for the benefit of Traveller children, especially competency number 8².

INCLUSION AND DIVERSITY

8. A diverse and inclusive environment is an invaluable way to teach all of our children how to participate in the increasingly globalised society of which we are part. All schools should celebrate diversity and seek to include different cultures in each child's experience. Schools should aim to be culturally affirmative through taking a whole-school approach to intercultural education, establishing basic principles of interculturalism that will inform every area of school life.

9. The Traveller community in particular suffers from high levels of discrimination in our society. If Traveller cultures are respected in schools, even if there are no Traveller pupils enrolled, all children can learn that such discrimination is unacceptable.

10. It is important to address the challenges in Traveller education appropriately, recognising the difference between Traveller cultures and the social patterns or behaviours that can be a result of exclusion and poverty, rather than simplifying the complex challenges that many Traveller children face in education and over-emphasising Traveller cultures as the 'catch-all' reason for these. There is a legal and professional requirement for all service providers to challenge any misconceptions and prejudices that may exist within their institutions as a matter of good practice in education. This can be achieved by having an ongoing programme to update practices for education professionals by participating in diversity training which covers attitudes towards Travellers. Schools with Travellers enrolled will also benefit from carrying out staff development programmes focussing on the specific needs of Traveller children. Education and Library Board staff should provide support to achieve this but the onus is on schools to actively seek this support.

11. Schools should be aware that, as with other cultures, special provisions will sometimes have to be made for Traveller children. Schools should ask the parents of Traveller children if they have any culturally based difficulties with the school routine, rules and procedures. The school can then consider whether provision can be made or not. Decisions should be clearly explained to the parents.

12. As an integral part of the pastoral care system, the school may consider designating a member of staff as a coordinator for all minority ethnic pupils and particular efforts should be made to make Traveller children aware of the role of this staff member. Good practice has shown that personal contact

² 'Teachers will have developed a knowledge and understanding of the need to take account of the significant features of pupils' cultures, languages and faiths and to address the implications for learning arising from these.' General Teaching Council, Competence Statements

with Traveller families impacts positively on their children's education. DE is aware that not all schools have significant numbers of ethnic minority pupils, and in these cases the coordinator role could be limited to a number of hours per week or an agreement could be made with a cluster of local schools to share a coordinator.

REVISED CURRICULUM

13. The revised curriculum provides increased flexibility which will enable schools, as part of the whole-school approach, to incorporate the history and cultures of Irish Travellers into the curriculum and also to discuss and challenge stereotypes and preconceived attitudes.

14. One aspect of Citizenship Education for all pupils is the promotion of diversity and respect for difference. At the primary level, there are opportunities to incorporate Traveller issues in the Personal Development & Mutual Understanding Area of Learning. At the post-primary level, there are opportunities in the Area of Learning for Life and Work: Local and Global Citizenship. Guidance and training materials used by local community and Traveller support groups could be used to enable the teachers/schools to recognise and celebrate the Traveller cultures. Schools may wish to consider obtaining a copy of the Gypsy, Roma and Traveller Resources Catalogue from the National Association of Teachers of Travellers + Other Professionals. Contact details can be found in Annex C.

15. Schools will also have more flexibility to tailor their curricular offer to better suit the needs and aspirations of their pupils through the implementation of the Entitlement Framework (EF), which will require post-primary schools to provide all young people from age 14 onwards with access to a broader range of courses, with at least one third to be applied/ vocational. Access will be secured both within a pupil's own school and through collaborative arrangements with other schools and providers. Post-primary schools should consider making stronger links with local Further Education (FE) colleges under the Entitlement Framework to broaden vocational options, and consider offering qualifications such as those provided by ASDAN (www.asdan.org.uk), including the Certificate of Personal Effectiveness (CoPE). The Youth Service may also have a role to play in delivering alternative qualifications.

16. Boards should develop and promote a library of teaching resources for schools relating to Traveller life and cultures. This could be done on a regional basis in consultation with schools, local Traveller support groups, Traveller parents and children, and within the wider context of diversity. Other relevant partners should also be consulted.

17. Before and after school activities bring many benefits to all children in the areas of improved physical and mental health, creative expression and social interaction. Consultation with Traveller parents will help schools to identify what actions are needed to facilitate and encourage the attendance of Traveller children at these extra-curricular activities so that they may benefit fully.

PRE-SCHOOL EDUCATION

18. It is important that every child be given the opportunity to benefit from early years support. However, enrolment for Traveller children at pre-school is considerably lower than that of settled children and therefore pre-school educational activities for young Traveller children should be supported wherever possible. It is important for nurseries and pre-schools to recognise that additional flexibility may be necessary when enrolling Traveller children because of a number of challenges many Traveller parents may face. The Boards should play a key role in informing parents of the importance and availability of these activities and encouraging their support.

TRANSITION PROGRAMMES

19. Transition from primary to post-primary school can be a difficult time for many Traveller children given the strong pressure that many face to leave school at this time. This is in addition to the widely recognised drop out of Traveller children from school during the early years of post-primary education. A joined up approach should be taken to developing regional transition programmes to support Traveller children moving from primary to post-primary school involving Education Welfare Service, schools, Traveller support groups, Traveller parents and the children themselves. The school coordinator referred to in paragraph 12 should be particularly involved with this programme and training should be provided by Boards.

20. It may be helpful for some schools to develop special transition programmes for Traveller children who have been away travelling and need to re-integrate into school after a period of absence. Flexibility is key to providing for the needs of children in such a situation. Although this may involve a separate programme of study for some Traveller children, this should always be for a clearly defined and limited period of time and with the aim of integration at the appropriate level. Traveller children should be educated in mainstream classrooms alongside their peers. The creation of individual workplans for Traveller children who are falling behind, including short-term milestones, which take into account any travelling through the year, can provide a motivational framework for Traveller pupils and parents. Boards should support schools working with children who are in the process of being re-integrated and schools should establish clear procedures to welcome all children who arrive mid-year.

21. Some Traveller children move schools frequently and both schools and Boards should ensure that school to school transitions within the north of Ireland are as seamless as possible. Every effort should be made to communicate all relevant records, information and contacts to the new school.

22. As many Traveller children currently leave school by the age of 14, careers guidance needs to be started before that age as a strategy to support Traveller children in completing their education. An understanding of Traveller culture and an acceptance that some Traveller children's aspirations may be different to those of the settled community would inform this guidance. Self-employment should be discussed and recognised at careers events as well as more traditional options. Forging links with local employers for work experience can also help to ease the transition from school to work.

EQUALITY OF OPPORTUNITY

23. Positive actions are needed to redress the imbalance in educational outcomes between Traveller children and settled children and provide true equality of opportunity. All service providers should, as a matter of good practice, dedicate time to considering creative and innovative ways to promote positive actions for Traveller children in education.

24. To achieve equality of opportunity, it is essential that teachers' expectations of their pupils are based solely on ability, and not on ethnicity as stereotyping of pupils can lead to a lower level of expectations. Individual children's aspirations should be treated equally and encouraged, and the assessment of ability must be the same for all pupils.

25. The difference between a learning delay due to poor attendance and learning difficulties due to other special educational needs must be recognised and each case dealt with appropriately.

MANAGEMENT OF ATTENDANCE

26. It is vital that schools consider the reasons for poor attendance. Having regular contact with the parents of Traveller children from the beginning could help schools be aware if an absence is forthcoming due to their culture.

27. Once a child is registered at school, his/her parents must make sure they attend. It is the primary responsibility of parents to make contact with the school in the case of periods of absence. The Education Welfare Service has established thresholds of attendance and points at which referrals should be made, and these are reflected in service-level agreements with schools. If trigger points are reached, it is the responsibility of the school to make contact with the Education Welfare Service, as is required in the cases of all children. Regular consultation with the Education and Welfare Service will assist the schools in assessing the needs of individual families and in discussing attendance strategies which will help each family to improve their child's attendance.

28. Some Traveller children experience 'interrupted learning' as they are part of a family who travel regularly and for long periods of time. Nomadism is an integral part of some Traveller cultures and schools along with parents, and where appropriate, Education Welfare Officers and local Traveller support groups, should work together to discuss options for continued education while travelling. Nomadic parents should be encouraged to enrol their child in another school in the area in which they will be travelling if they will be away for a considerable period of time and notify the transferring school that they have done so. Every effort should be made to pass relevant pupil information to the receiving school. If the child is again registered with the school on return to the area arrangements should be made for reintegration in the school.

RECORDING OF INFORMATION

29. The absence of Traveller children should be recorded as for all other children, using the appropriate absence codes provided by the Department in Circular number 2010/07.

30. All schools are now required to record information about Traveller pupils' accommodation type in the Student Record on the Management of Information System. This mandatory information will be collected as part of the Leaver's survey and the school census. It is essential that this information is recorded precisely and accurately, in order to allow the Department of Education to produce a statistical baseline which can be used to monitor the progress of Traveller children. This information will be used to inform future policy-making. Annex D provides detailed definitions of the accommodation type categories on the Management of Information System.

HOME-SCHOOL LINKS

31. Home-school liaison is particularly important for Traveller children as some Traveller parents may need extra support themselves in order to continue supporting their child. Many Traveller parents could have had negative experiences of the education system. It is also important to be aware that many adult Travellers may have limited or no reading ability. Schools may need to take practical measures to communicate with parents such as a phone call or reading a letter aloud. On occasions it may be necessary to arrange a face to face meeting; an open door policy would particularly benefit Traveller parents. The Department, while recognising that schools are constrained by their resources, would encourage schools to take these practical measures wherever possible.

32. All Boards have staff that can help schools to create effective home-school links with Traveller children and their parents. Local Traveller support groups, where they exist, may also provide a link with the Traveller community. However, while Board staff and Traveller support groups are useful in making initial contact, it is the responsibility of schools and parents to build trust and maintain relationships. Schools may also consider how to facilitate this within the Extended Schools programme.

33. The possibility of negative reactions from other parents could put some Traveller parents off attending parental evenings, open days etc. This is an issue that needs to be tackled within a whole school approach to interculturalism as well as on a one-to-one basis with Traveller parents. Traveller parents should be encouraged to attend parental evenings, meetings, open school days etc. and to participate in school life, for example, by becoming part of the Parent-Teacher Association.

34. Along with the issues that are discussed with all parents, such as behaviour, achievement and parental concerns and expectations, schools may need to discuss specific issues with Traveller parents if they have particular difficulties or concerns, such as travelling and attendance, bullying, educational opportunities for their children, the value of before and after school activities, interculturalism or negative attitudes towards schooling.

BULLYING

35. Bullying behaviour in whatever form has no place in schools. Schools are legally required to include within their discipline policy, measures to prevent all forms of bullying among pupils and to take account of any guidance issued by the Department.³ Travellers have the additional protections of the race legislation set out in Annex A. Along with positive action such as a whole-school approach to interculturalism and inclusion, schools have a statutory duty to ensure that Traveller children are not subject to harassment, victimisation or segregation on the basis of their race. Bullying and discrimination can take many forms: it can be verbal, written or physical and it includes stereotyping and inappropriate jokes.

36. As with other parents, fears of bullying may lead Traveller parents to take their children out of the education system altogether; this may also happen due to difficulties between Traveller families. To tackle this issue a two-pronged approach is recommended; in addition to the required anti-bullying policy which makes it clear that any bullying will not be tolerated, a strong relationship should be established with Traveller pupils and parents to make sure that they are aware of and understand the anti-bullying policy. This will ensure that all pupils feel safe and also are aware of the school's expectations regarding behaviour towards other pupils.

37. The Department continues to work in close partnership with statutory and voluntary organisations through its membership and funding of the local Anti-Bullying Forum which provides resources to support schools in identifying and responding to bullying (www.niabf.org).

PARTNERSHIP WORKING

38. Schools are encouraged to make an effort to work in partnership with Traveller children and parents by consulting with them and considering their views.

³ The Education and Libraries (NI) Order 2003

39. Boards and CCMS should consider working in partnership with Travellers and their support organisations in the voluntary sector, along with staff from other agencies such as Comhairle na Gaelscolaíochta (CnaG) and NI Council for Integrated Education (NICIE). A co-ordinated approach is necessary to effectively meet the educational needs of Traveller children.

40. The Minister has established a Taskforce on Traveller Education for the purpose of assisting the Department develop an action plan on Traveller education. The Taskforce is cross-sectoral and includes members of the Traveller community from across the north, representatives from a range of non-government organisations, as well as government Departments and public bodies from all of Ireland. The Taskforce builds on current engagement with the voluntary sector to explore how the statutory sector and the organisations which are supporting the Traveller community can work together to ensure better educational outcomes.

FUNDING

41. Under the Common Funding Formula for schools, each full-time pupil designated in the school census as being of the Traveller Community will generate an additional allocation (0.5 of the Age Weighted Pupil Unit) for the school. It is the responsibility of the Board of Governors and the Principal of individual schools to determine spend, planning and the use of the school budget to maximum effect in accordance with their school's own needs and relative priorities. The guidance in this Circular is intended to assist schools in that process.

42. The Common Funding Scheme arrangements provide that a Contingency Fund is established within each Board who are then able to consider the provision of supplementary support in circumstances where schools face additional pressures or unexpected costs.

43. If a school admits new pupils, including Traveller pupils, during the course of the academic year, it is very important that the Board of Governors bring concerns about any related financial difficulties to the attention of the relevant Education & Library Board - paragraphs 4.23 to 4.29 of the Common Funding Scheme refer.

44. Additional funding is also provided for the education of Traveller children to the relevant funding authorities, currently the Education and Library Boards, to enable them to provide support services to schools, parents and children.

YOUTH PROVISION

45. The Youth Service exists to support and encourage young people to mature and reach their potential as valued individuals and responsible citizens. While participation by young people is voluntary, Youth Service activities are firmly rooted in a social education ethos and provide a social education within the context of a broad spectrum of diverse activity. It is important that Boards continue to encourage and support Traveller children and young people to become involved in Youth Service activities engaging as appropriate with Traveller communities and their representatives in order to achieve this aim.

LEGISLATIVE CONTEXT

This Circular has been prepared in the context of the following legislation:

In 1998, the Council of the European Communities adopted resolutions (Ref Nos: 89/C 153/01 – 02) whereby EC member states recognised the key importance of school provision for Gypsy and Traveller children and undertook to promote measures to overcome obstacles to their access to schooling, within the constitutional and financial limits of their own specific educational policies and structures.

The Education Reform (Northern Ireland) Order 1989 requires that all pupils of compulsory school age in grant-aided schools should have access to a balanced and broadly based curriculum, with their progress regularly assessed and reported to their parents.

Article 3 (a) of the Race Relations Order 1997 made it unlawful to discriminate on racial grounds in the five areas, one of which is education. The Race Relations Order was updated under the Race Regulations Order (Amendment) (Northern Ireland) 2003, which identified Irish Travellers as a separate racial group in Article 5 (3) (a).

Under **Section 75 (1) of the Northern Ireland Act 1998**, there is a statutory obligation for a designated public authority in carrying out their functions to have due regard to the need to promote equality of opportunity *"between persons of different racial groups"*. A designated public authority must also have regard to *"the desirability of promoting good relations between persons of different racial group"*. This includes relations between Travellers and others. The Department of Education, Education and Library Boards, CCMS, CnaG and successor bodies such as the Education and Skills Authority are obliged to comply with Section 75, as they are designated public authorities. These designated public authorities have a duty to ensure that all schools comply with their policies and procedures.

Article 19 of the Education and Libraries (NI) Order 2003 requires a Principal and Board of Governors to determine measures to be taken to encourage good behaviour and respect for others on the part of pupils, and, in particular, preventing all forms of bullying among pupils. This includes consulting with both pupils and parents.

STRATEGIC CONTEXT

This Circular has been prepared in the context of the following government policies and strategies:

Every School a Good School: A Policy for School Improvement
2009

Our Children and Young People – Our Pledge
A Ten Year Strategy for Children and Young People in Northern Ireland 2006–2016

A Racial Equality Strategy for Northern Ireland
2005–2010

This Circular has also been guided by the following articles from the **United Nations Convention on the Rights of the Child**:

- Article 2: Children shall not be discriminated against and shall have equal access to all articles in the UNCRC
- Article 3: All decisions taken which affect children's lives should be taken in the child's best interests
- Article 6: All children have the right to life and to the fullest level of development
- Article 12: Children have the right to have their voices heard in all matters concerning them
- Article 28: Children have the right to education and this should be on the basis of equality of opportunity, including, the promotion of free and compulsory primary education and measures to encourage regular attendance
- Article 29: Education should aim to develop the child's personality, talents and abilities to their fullest potential, develop respect for human rights, for their family and cultural identity, and for the values of cultures other than their own
- Article 30: Children from minority communities have the right to enjoy their own culture and to profess and practise their own religion and language

GOOD PRACTICE IN TRAVELLER EDUCATION

This section contains examples of good practice in Traveller education in the north. Schools who have put in place other examples of good practice should contact their relevant funding authority (currently the Education and Library Boards) to enable this information to be shared with other schools. Individual schools should consider implementing those ideas which are best suited to their pupils.

Inclusion in Education Project

The Inclusion in Education Project began as a pilot between a primary and secondary school in the Southern Education & Library Board along with Board staff, the local Traveller Support Group, CCMS and the local training agency. Now in its fifth year, the project is well supported by schools, Traveller parents and young people. The project gives Traveller young people at secondary level the opportunity to experience additional vocational courses at Key Stage 3 and improves attendance and attainment at primary level. For further information on this project contact the SELB.

'Moving Up'

The Belfast Education and Library Board has developed a Transitions Programme called 'Moving Up' which combines visits from secondary schools teachers to P7 pupils with a workshop delivered to P7 pupils about 'Moving Up'. For further information on this programme contact the BELB.

First Steps into Employment

First Steps into Employment is a programme which has benefitted a number of Traveller pupils in St Patrick's College in Ballymena. The course gives students the opportunity to find out about job opportunities, learn how to present personal information in writing, prepare for a job interview and consider their own career opportunities. Other learning areas include presentation, assertiveness, time management, interpersonal skills and reconciliation. Although YESIP funding is no longer available, OCR still offer the Career Planning and Preparation for Employment course and CCEA offer a Level 1 Certificate in Employment Skills. For further information on this programme contact the SELB.

USEFUL CONTACTS

Name	Post/Organisation	Telephone Number	Email Address
<u>BELB Area</u>			
Pamela Woods	BELB Traveller representative	028 90564356	Pamela.woods@belb.co.uk
Derek Hanway	An Munia Tober	028 90438265	derekh@anmuniatober.org
<u>NEELB Area</u>			
David Lewers	Assistant Advisory Officer for Travellers	028 25662387	david.lewers@neelb.org.uk
<u>SEELB Area</u>			
Peter Corr	SEELB Traveller representative		Peter.Corr@seelb.org.uk
<u>SELB Area</u>			
Jim Maye	SELB Traveller Support Officer	028 37520728	jim.maye@selb.org
Alex Barr	SELB Chief Education Welfare Officer		alex.barr@selb.org
Fidelma McCoy	Armagh Traveller Support Group	02837522262	atsg@adhsst.n-i.nhs.uk
Seamus Donnelly	Craigavon Traveller Support Committee	028 38342089	craigavon.travellers@btopenworld.com
	An Tearmann Project co-ordinator (Coalisland)	028 87748556	sdantearmann@btopenworld.com
<u>WELB Area</u>			
Philomena McDermott	WELB Traveller representative	028 82411411	philomena_mcdermott@welbni.org
Margaret Boyle	Derry Traveller Support Group	028 71359340	derrytravellers@btconnect.com
<u>NI-wide</u>			
Caroline Evans	Head of Additional Educational Needs Team, DE	028 91279700	Caroline.evans@deni.gov.uk
John McGoran	Deputy Principal Additional Educational Needs Team, Department of Education/ Secretariat for the Taskforce for Traveller Education	028 91279514	john.mcgoran@deni.gov.uk
Kieran Shields	Chair of Inter-Board strategy group	028 37415381	kieran.shields@selb.org
The Equality Commission for Northern Ireland		028 90 500 600	information@equalityni.org
<u>UK-wide</u>			
National Association of Teachers of Travellers + Other Professionals		0113 740445	www.natt.org.uk

COMPLETING THE 'ACCOMMODATION TYPE' FIELD

The mandatory 'Accommodation Type' field can be found in the Student Record under the Ethnic/Cultural panel.

The data source can be the child, the parent or 'other' such as the school Traveller co-ordinator/Traveller Liaison Teacher.

The five categories and their codes are:

Social Housing	SC
Authorised Site	AS
Unauthorised site	US
Side of the Road	SR
Other	OT

A detailed description of each follows:

Social Housing: This describes any public sector housing (Housing Executive or Housing Association) and includes Grouped Accommodation, which are residential housing developments with additional facilities and amenities specifically designed to accommodate extended families of Travellers on a permanent basis.

Authorised Site: This describes a wide range of managed accommodation where Traveller families have a permanent base to park their caravan or erect timber framed sectional building where electricity, water and sewerage is provided and where other facilities such as communal or individual amenity units (providing toilets, washing and daytime living arrangements) may be provided. This category also includes transit sites, which are official sites for nomadic Travellers offering basic amenities; surface pitch tarmac, wire fencing, drainage, water, portaloo and sewage, waste disposal/collection, co-operated sites, which are sites on land owned by Government Departments where Travellers are located on a temporary basis and private sites which are rented or owned by Travellers.

Unauthorised site: A site on which Travellers do not have permission to live and is unlikely to have amenities such as running water, sanitation and rubbish collection.

Side of the Road: This refers to a mobile unit, or a group of mobile units parked at the side of the road.

Other: This category includes privately rented or owned home, homeless accommodation and any other which does not fit into the categories above. This category should not be used if the type of accommodation is unknown.