



CABINET – 30TH JULY 2020

SUBJECT: EDUCATION OTHER THAN AT SCHOOL (EOTAS) STRATEGY

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

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- 1.1 The attached report outlined the Education Other Than at School (EOTAS) Strategy, which was considered by the Education Scrutiny Committee 24th February 2020 prior to consideration by Cabinet on 22nd April 2020.
 - 1.2 Members were advised that the strategy attached as appendix 1 to the main report has been developed in consultation with schools. This strategy will be aligned to the Service Improvements Plan and other strategic documents. The aim is to provide a good quality service to young people, with an ambition that they should feel important and safe within their learning environment.
 - 1.3 The scrutiny committee were informed that the strategy contains a Passport and Guidebook for each child to support them to obtain both their formal qualifications and also ensure they have emotional and wellbeing support. The ambition is to provide these children with the same outcomes as any other child.
 - 1.4 Members were provided with assurance that there is already a good provision with a range of options from the Learning Centre, Home Schooling, Innovate Bases at Blackwood and Rhymney as well as the Learning Progress Centres based at Heolddu and Lewis Boys schools. The strategy outlines a collaborative approach with schools through outreach work and a Centre for Vulnerable Learners Hub and Spoke Model.
 - 1.5 The scrutiny committee sought clarification regarding the aim to reduce the numbers excluded from schools and if the strategy will still include the option to home school. It was stated that the numbers that are educated outside the school setting are too high, with many interventions possible in the school setting making removal from school unnecessary. In terms of home schooling officers have been working with families to encourage a return to school but there has been limited success. A change in culture is needed with the new model having a potential to reduce home schooling by 50%. Members were advised that it is vitally important to maintain the links with the schools when children are excluded or home schooled in order to make a return to school easier.
 - 1.6 Scrutiny committee members asked for detail of the impact of changing the use of WG Band B funding, for the purpose of supporting this strategy. Members were advised that Welsh Government guidelines have now shifted since the original Band B proposals were agreed. The revised guidelines are seeking transformational spending, which is the aim of this strategy. Members asked if this will impact school refurbishment projects and it was confirmed that additional funding will need to be identified for refurbishment spends. However it was also clarified that the original Band B proposals did not specifically set out any potential refurbishment projects.
 - 1.7 Members asked if details on the design of the Centre for Vulnerable Learners had been

agreed and if officers had looked at examples of other models elsewhere. It was clarified that no design has been carried out and it is important to understand exactly what the provision will need to look like as well as ensuring value for money. It is planned to look at other centres of excellence and ensure that the plans meet the needs in the longer term in line with the Wellbeing of Future Generations.

- 1.8 Members asked what the overall aim would be and were advised that it is to reduce exclusions, ensure that the wellbeing of the children is a key factor, consistency, communication and working with schools. The hope is that the number of referrals will reduce once schools invest and although financial savings are not the driver; this strategy could mean that funding could be targeted more appropriately.
- 1.9 The scrutiny committee sought details on the differences between the support needed by primary and secondary schools. Members were advised that at present 10% of support is provided to primary and 90% to secondary. Members suggested that a shift towards providing earlier support at primary schools would help the pressures upon secondary schools. Feedback from Head Teachers also suggests that issues can be masked at a younger age and emerge when they move to secondary schools. Therefore a new centre will allow the focus to shift and address issues at an earlier stage and the strategy can also support schools to manage within the school setting.
- 1.10 Following consideration and discussion the Education Scrutiny Committee unanimously agreed, recommend to Cabinet that:
 - (i) The views of Education Scrutiny Committee contained herein are considered and agree the EOTAS Strategy attached as appendix 1.
- 1.11 Cabinet are asked to consider the report and the above recommendation.

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Appendices:

Appendix Report to Education Scrutiny Committee 24th February 2020 – Agenda Item 10



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH FEBRUARY 2020

**SUBJECT: EDUCATION OTHER THAN AT SCHOOL (EOTAS)
STRATEGY**

**REPORT BY: RICHARD EDMUNDS, CORPORATE DIRECTOR FOR
EDUCATION AND CORPORATE SERVICES**

1. PURPOSE OF REPORT

- 1.1 To consult with Members on the Education Other Than At School (EOTAS) Strategy and to seek their views prior to consideration of Cabinet.

2. SUMMARY

- 2.1 This report introduces the EOTAS Strategy which is attached as Appendix 1. The Strategy has been developed in consultation with schools and will be considered by Cabinet in April.

3. RECOMMENDATIONS

- 3.1 That Members note the content of this report and provide their views prior to its presentation to Cabinet on the 22nd April 2020.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To consult Members on the EOTAS Strategy so their views can be represented in the coming Cabinet report.

5. THE REPORT

- 5.1 The EOTAS Strategy sets out the background and rationale for change in order to meet the needs of an increasingly complex group of vulnerable learners.
- 5.2 The Local Authority (LA) has a high level of ambition in regard to the provision to be offered to these learners and the Strategy sets out these plans in more detail.

6. ASSUMPTIONS

- 6.1 No related assumptions have been felt to be necessary in relation to this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

- 7.1 Corporate Plan –

Wellbeing Objective 1 – Improve Education Opportunities for all

Shared Ambitions Strategy –

To raise standards and ensure our learners are healthy, confident, proud and ambitious and can benefit from high quality educational opportunities, settings and experiences.

- 7.2 As well as the above links to Council Policies, the report can also be linked to:

SEN Code of Practice for Wales (2002)

Exclusion from Schools and Pupil Referral Units Guidance (2015)

SEN and Inclusion Strategy

Education in Wales: Our National Mission

EOTAS: Framework for Action (2017)

Equality and Equity in Education (2017)

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below.

- Long term – The report considers the importance of balancing the short term needs to safeguard the ability to also meet long term needs. Continuing to support and work with schools to promote a common moral purpose in managing a spectrum of learners' behavioural needs. Promote early intervention and the use of appropriate strategies to support learner needs within their mainstream settings is crucial to the effective implementation of a sustainable behaviour model.
- Prevention – Implementing effective early intervention strategies and support working collaboratively with schools, and all other service providers will reduce the need for more intensive interventions later in learner's educational pathways. This will be balanced against having effective identification systems and referral routes identified to support learners during their educational journey.
- Integration – The behaviour and wellbeing of all Caerphilly learners leads to a more prosperous and healthy adult population

- Collaboration - . Working collaboratively with other service providers such as health, social and youth services provides a more cohesive approach to managing the behavioural needs identified within the education system.
- Involvement – All stakeholders need to be full participants in this behavioural model development to support and challenge and enhance the development itself. This will be at a local, regional and national level. This approach will lead to increased outcomes for all learners as they progress into adult hood and become meaningful contributors to living and working Caerphilly

9. EQUALITIES IMPLICATIONS

- 9.1 Council’s full Equalities Impact Assessment (EIA) process is adhered to at all times. In writing the strategy the LA has focused on the philosophy that all learners will have equality of opportunity and the right to receive a high quality education. Specifically this strategy outlines how this will be achieved for the most vulnerable learners in the LA. The Equalities Impact Assessment (attached as Appendix 2) indicates there is no potential for discrimination.

10. FINANCIAL IMPLICATIONS

- 10.1 Rising numbers of young people accessing educational provision outside of mainstream schools continues to put an increasing strain on the Authority’s budget. It is recognised that this financial pressure, which is an on-going overspend, needs to be resolved. The EOTAS Strategy will have implications from both a capital and revenue perspective which will require further consideration. Proposals to develop a Centre for pupils age 12 through to 18 are currently being developed under 21st Century Band B proposals, whilst the revenue implications will need to be reviewed as the “working” details of the model develop.
- 10.2 The purpose of this report is to consider the Strategy for this area of provision. From a financial perspective a further report will need to follow and consider funding linked to a change in the delivery model.”

11. PERSONNEL IMPLICATIONS

- 11.1 The purpose of this report is to consider the Strategy for this area of provision. From a personnel perspective a further report will need to follow and consider change in staffing of delivery model.”

12. CONSULTATIONS

- 12.1 The strategy has been developed in consultation with schools.

13. STATUTORY POWER

- 13.1 Education Act 1996
 Equality Act 2010
 United Nations Convention On The Rights Of The Child
 Inclusion and Pupil Support Guidance Welsh Government 2016

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Consultees:

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Jane Southcombe, Finance Manager

Paul Warren, Lead for School Improvement

Councillor Teresa Parry, Chair Education for Life Scrutiny Committee

Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee

Councillor Barbara Jones, Cabinet Member for Education & Achievement

Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)

Ros Roberts, Performance Management

Rob Tranter, Legal Services

Steve Harris, Interim Head of Business Improvement Services

Background Papers:

Appendices:

Appendix 1 The EOTAS Strategy

Appendix 2 EOTAS Presentation

Appendix 2 Equalities Impact Assessment

Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol

Directorate of Education and Corporate Services

EOTAS Strategy



Background

The Local Authority (LA) is committed to ensuring that all learners have equality of opportunity and recognise the right of all children and young people to receive high quality education, no matter where that education may be delivered (as set out in the United Nations Convention on the Rights of the Child (Article 28)).

Caerphilly County Borough Council recognises that children and young people who may require provision outside of school at a given time, that is Education Other Than At School (EOTAS) provision, are some of our most vulnerable learners. These children and young people often come from chaotic and challenging backgrounds. They can frequently experience family breakdown and mental health issues, and are often exposed to substance misuse and domestic violence. It is no surprise, therefore, that these children and young people often have less positive learning outcomes than their peers.

Section 19(1) of the Education Act 1996 gives local education authorities the power to make 'arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them,' (Great Britain, 1996).

In realising our commitment towards this vulnerable group of learners, we must focus upon what is important for the individual, and what will work best for them. In this regard the pupil voice is vital. The principles here are consistent with the Welsh Government approach to reshaping the Additional Learning Needs (ALN) agenda in terms of person centred practice.

Underpinning this is the undertaking to ensure:

- a core entitlement for all learners
- a high quality workforce who have access to appropriate professional learning
- a high quality bespoke curriculum and progression pathway for learners
- a focus on reintegration into mainstream education
- collaboration and partnership working is a priority

- a focus on preventative strategies to:
 - make sure that any additional support needs that children have are recognised as early as possible
 - appropriate intervention is in place as early as possible
 - reduce the number of children and young people requiring alternative provision as far as possible, linked to appropriate early intervention
 - suitable arrangements are made to avoid exclusion
 - reduce the numbers of young people who are becoming Not in Education, Employment or Training (NEET)
- clear processes and procedures
- rigorous monitoring and evaluation
- excellent leadership and management

Current Context

The LA has rigorous and robust established processes for identification and provision for those who require education other than at school (EOTAS). Both nationally and locally the number of those pupils in need of this provision have increased. Currently, there is provision within Caerphilly as well as access to procured external providers. This provision can vary considerably in terms of cost and quality. Through our self-evaluation, we have concluded that current provision could be further developed and enhanced in order to improve pupils' outcomes and value for money. It is the Council's priority to provide the best possible education for all pupils, particularly those most vulnerable to under-achievement. There is a commitment and determination to develop a centre of excellence through a portfolio Pupil Referral Unit (PRU) approach to ensure an enhanced offer which will meet the needs of all pupils and provide a bespoke pathway appropriate to their needs. Following consultation with schools, providers and pupils, it is clear that we are in a position to proceed to significant change in how this service will work.

A new centre for vulnerable learners will be aspirational and will be established to deliver the best in terms of learning experiences and support for wellbeing.

An expanded Pupil Referral Unit (PRU) will be the hub and, as part of its portfolio, there will be a primary phase PRU (The Learning Centre), youth education settings (Innovate), as well as strong links with schools through Learning Pathways Centres (LPCs) and the delivery of tuition. Bespoke packages will continue to include links with outdoor education and the colleges.

Pupils will be assessed to identify appropriate pathways and interventions required. These interventions will be monitored for impact. There will be access to an appropriate behaviour curriculum and relevant therapies, as well as continued involvement in enrichment activities. As often as possible, pupils will be reintegrated into mainstream provision. It will be important to forge strong working relationships with all partners and to extend support to families.

The Vision

Schools across the authority share the same commitment to Inclusion. In accordance with this, the development of Wellbeing is prominent in all improvement plans and professional learning opportunities. In nearly all cases, disengagement with learning, individual needs and challenging behaviour are addressed and resolved in mainstream school. In a very few instances however, it is evident that individual needs cannot be met at a mainstream school and, under such circumstances, the local authority is developing Cwmpawd.

Cwmpawd / *Compass* is based on the following principles:

- We are all committed to equity and excellence
- Every young person deserves the best start in life
- No successful journey was ever made without a passport and a guide book
- We all need to stop now and again to check we are travelling in the right direction
- The future prosperity of our communities and nation depend on what we do today.

Cwmpawd will be the LA's EOTAS provision with its budget managed by the Headteacher.

Students at Cwmpawd will continue their educational journey in order to grow as lifelong learners. They will develop as ambitious, enterprising, ethically informed and healthy citizens of Wales.

Students will be referred to Cwmpawd via the half-termly panel. Aligned with the principles of collaboration and integration, and with student-voice at the forefront of all decisions made, multi-agency working will ensure effective placement initially within Cwmpawd and then subsequently to the most appropriate satellite provision.

Referrals will be received at set times throughout the school year. They will be scrutinised by members of the Behaviour Support Service, Educational Psychology team and other senior members of the Inclusion Service. When it is clear that the graduated response policy has been followed and that the appropriate professionals have been involved with the young person, the referral to panel will be authorised.

At panel the discussion will centre around individual learning and wellbeing need. Staff from all provisions will attend along with representatives for the Behaviour Support, Educational Psychology and Statutory teams. Once decisions are made, there will be appropriate timescales to ensure clear communication and seamless transition.

Cefnogaeth (Support) meetings are the hallmark of the work we will undertake to ensure that from an emotionally and physically perspective, our students are able to learn and make progress in our environment. Following the initial meeting set as part of the transition phase, regular dates will be set to discuss bespoke curriculum and intervention needs, review progress and re-integration plans. These will also ensure that all statutory duties are undertaken correctly where additional learning needs have been identified. Ensuring the appropriate people are round the table, including

representatives from mainstream schools, increase the probability of progress and potential re-integration. Appropriate partners will work together to maximise opportunities for success.

Learning and ambition will be at the heart of what we do. All students within Cwmpawd will develop their own **targets** that run alongside agreed targets developed by staff and parents. As part of our self-evaluation and quality assurance calendar, progress towards targets meetings will be held on a termly basis at Cwmpawd and all satellite provisions.

The hub of Cwmpawd will be our Centre for Vulnerable Learners (CVL). Within this building there will be a combination of classrooms, working spaces, intervention and calm rooms. Facilities will include dedicated staff areas for both relaxation and professional learning, a library for students and facilities for both families and the community to share the work the young people are doing. We will have specialist expressive arts and digital media suites alongside the partnering health facilities.

Students will be transported to and from Cwmpawd.

Alongside the CVL we will have a discrete KS2 / 3 provision at **The Learning Centre, Glanynant**, providing education for pupils experiencing social emotional and behavioural difficulties.

As with all of our provisions, students will be supported here to help them learn to understand and manage their emotions and improve their behaviour before a possible return to mainstream.

Further satellite provisions will include the current **Innovate** project which is run in conjunction with the Youth Service. This Project based on two sites allows young people to grow in confidence, self-esteem and independence by learning new skills. Bespoke learning plans are utilised on each site with the focus on self-regulation and behavioural needs.

The **HIVE** is a small group setting with a high ratio of adult support for pupils that have reported high levels of anxiety who may be supported by Caerphilly My Support Team (CMyST), Child and Adolescent Mental Health Services (CAMHS) or open to Social Services. It is underpinned by Emotional Literacy Support Assistants (ELSA), Thrive and Mindfulness. Pupils have a Pathway Plan which identifies transition need and support. Programmes support pupils and include GCSE & Entry Pathways and Youth Work qualifications.

In addition to the above, Cwmpawd work with school current Learning Progress Centres (**LPC**) provisions to support young people as they transition back towards mainstream education. Our centre at Lewis Pengam focuses specifically on intervention to facilitate a short turnaround whilst the centre at Heolddu caters for high functioning Autistic Spectrum Disorder (ASD) students.

All students will receive a broad and balanced **curriculum** as part of their entitlement. This will allow them to focus appropriately on all Areas of Learning, to address individual learning needs and relevant therapies. The bespoke interventions at each centre will help distinguish Cwmpawd from other mainstream schools.

Where this is not possible within Cwmpawd, partnerships will be developed so that resources within mainstream schools are used.

Collaboration with the authority's Caerphilly Adventures Group and Positive Futures will allow us to expand our curriculum offer further, whilst utilisation of Coleg Gwent and independent providers will ensure specialisms can be followed where appropriate.

As part of our extra-curricular programme students will conduct visits to areas of significant local and national interest, have the opportunity to go to the theatre, spectate at live sporting events, represent Cwmpawd at various competitions and attend places of worship.

We recognise that all our young people require a passport (in the form of formal qualifications) and a guide book (in the form of emotional and wellbeing support) in order to allow them to successfully navigate adult life and make a positive contribution to society.

Our curriculum will deliver a blend of both.

Skills are fundamental to progress. Whilst Literacy, Numeracy and the Digital Competence Framework (DCF) form the basics, these are intertwined with the development of thinking skills, resilience, creativity, collaboration and innovation as we instil in the young people the skills necessary to exist and thrive in adult life.

Staff at each centre will deliver lessons on site, in the community and will work as part of our outreach service within mainstream schools.

Interventions will focus on Adverse Childhood Experiences (ACE) and trauma informed practice to support students. We will also follow a Human Givens approach with Thrive - (an approach to develop healthy, happy and confident children) and ELSA being at the heart of training and work. Whilst the majority of our time will be spent working directly with young people, staff will also allocate intervention and educational work with friends and family members of the young people at Cwmpawd.

Within Cwmpawd there will be a clear leadership structure to ensure vision and aims are realised. The Headteacher is joined by a Professional Learning lead, Additional Learning Needs Co-ordinator (ALNCO) and Designated Safeguarding Officer to ensure both staff and students are supported, challenged and make the progress expected.

As an organisation we are committed to the principles underlying **Schools as Learning Organisations**. All staff are committed to professional growth and an extensive menu will be available to commit to action based research and aspire to be a better teacher are all underpinned by the Professional Standards for Teaching and Leadership.

The development of Cwmpawd will allow us to refine the work of the Behaviour Support Service. The team will deliver professional development sessions, interventions at student and adult level, both within Cwmpawd and in mainstream schools.

Therapeutic approaches

It is well recognised that experiences in childhood can affect us throughout our life and can lead to long term harm. In the context of education this may impact on engagement in education, academic performance and outcomes. Supporting children's wellbeing is therefore essential.

In order to ensure that all children can access the educational opportunities available the Council works in partnership with the consortia, Health Services and Social Care to provide a range of services that support the development of wellbeing (physical and emotional).

People who know young people well are best placed to identify wellbeing concerns, build resilience and deliver low-level therapeutic input.

Relationships between pupils, young people in EOTAS settings, teachers, youth workers and parents are key to developing safe and healthy schools where young people are able to achieve and there should be clear mechanisms and structures which support positive relationships.

In order to support the most vulnerable learners services such as educational psychology and school based counselling are continuing to develop the range of interventions and training to ensure that schools build capacity to address emerging needs (see Wellbeing Strategy 2020).

In relation to children who may require provision outside of school the Council is committed to developing the support to the portfolio of provisions and enhancing this in line with Welsh Government vision.

A person centred approach, robust assessment of need, and early identification are underpinning principles of the strategy. Services will continue to develop in order to ensure that children's needs are clearly understood on the basis of a comprehensive set of information and that interventions are targeted appropriately whether from school based or more specialist services.

Monitoring and Evaluation

Key Performance Indicators for this service exist at individual, satellite provision and Cwmpawd level. Standards in relation to qualifications gained, average points score, and attendance and exclusions will be tracked in detail. Progress towards targets meetings ensure starting points are also taken into consideration when measuring performance.

Bespoke wellbeing measures are fundamental in the progress of Cwmpawd to ensure interventions are appropriate and re-integration a realistic outcome.

Rates of re-integration and progression pathway planning which impact on NEET figures will contribute significantly to the range of performance measures we use.

The Headteacher for Cwmpawd will develop and implement an extensive self-evaluation calendar which ensures all areas are scrutinised and actions within the Improvement Plans will be monitored. Progress towards targets meetings will be supplemented by observations, learning walks, stakeholder engagement events and work scrutiny. Responding to the Pupil Voice will be a priority and Cwmpawd will engage in support and challenge activity provided by the Education Achievement Service (EAS).

The development of the Management Committee will ensure progress is challenged and celebrated each term and attendance of senior members of the LA within this committee will provide further rigour.

At local authority, reports will be generated at all levels from Senior Management Team through to Cabinet to ensure the work carried out on a daily basis is aligned with the corporate aims and vision.

The impact of this strategy will be reviewed annually and pupil outcomes will be reported at Senior Management Team and Scrutiny Committee meetings.

Links to other strategies / key documents

Welsh Government - Inclusion and Pupil Support 203/2016

Public Health Wales – Report 1 Aces

Estyn – Happy and Healthy (2019)

Estyn – Education other than at school (2016)

Public Policy Institute for Wales: Promoting Emotional Health, Well-being, and Resilience in Primary Schools 2016

National Behaviour and attendance review (2008)

Wellbeing of Future Generations Act

Additional Learning Needs Act (2018)

Shared Ambitions (2019)

Behaviour Strategy (2020)

Wellbeing strategy (2020)

Inclusion and ALN Strategy (2020)

Managed Moves Policy

Elective Home Education Protocol

Safeguarding Policy

Every Child's Entitlement

(EOTAS Strategy)

Education for Life Scrutiny

24th February 2020

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Context

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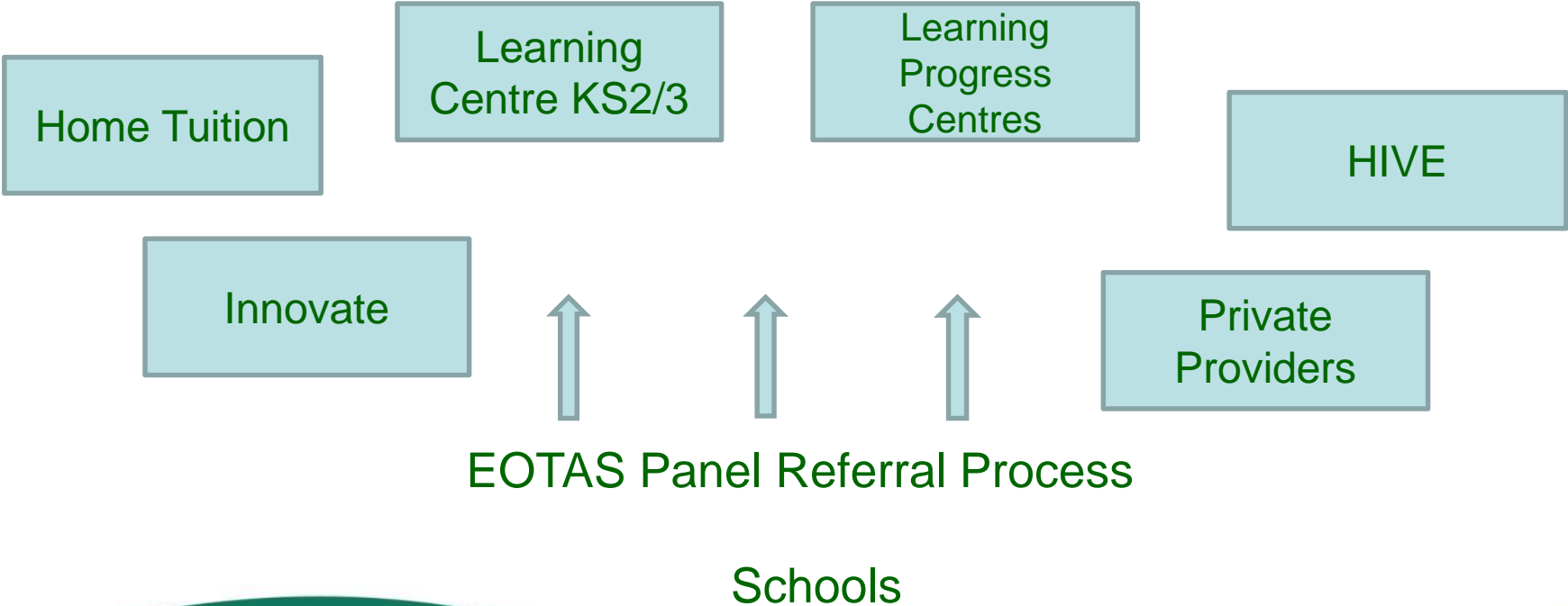


Ambition



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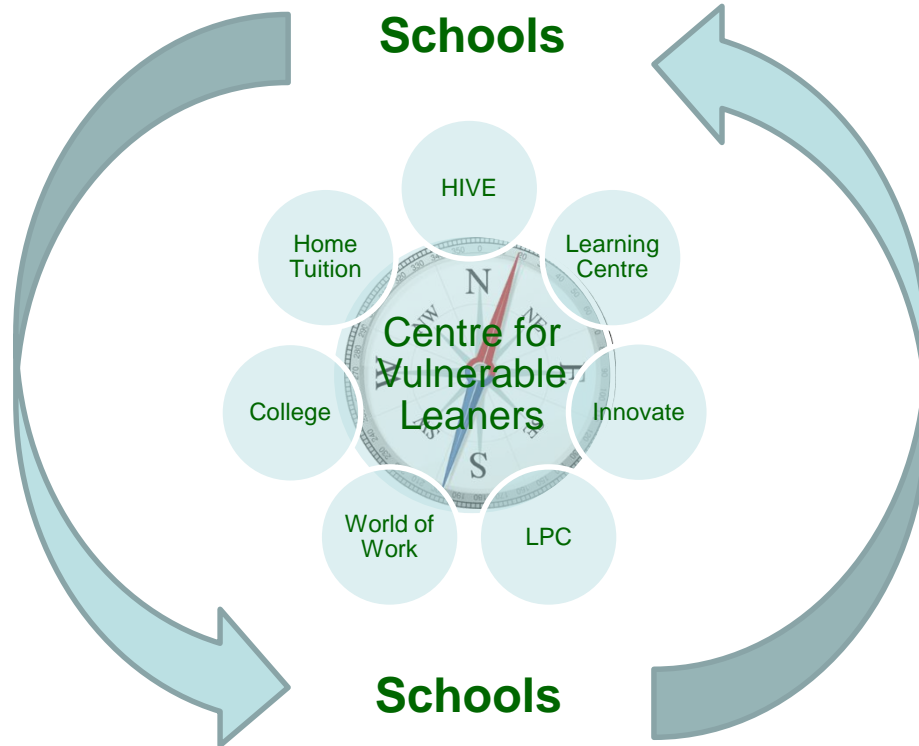
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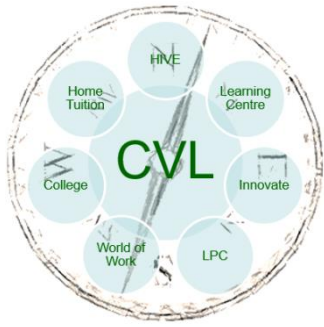
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Proposed

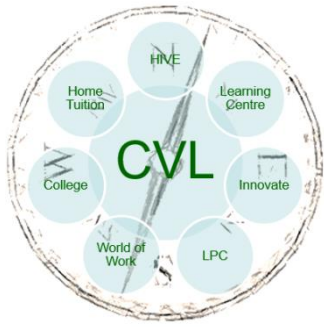


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What next?

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Questions

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EQUALITY IMPACT ASSESSMENT FORM

July 2019

THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

EIAs are a legal requirement under equalities legislation (Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011) where the potential for a significant negative impact has been identified. This legislation has been in place since 2000. We also have a legislative duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- | | |
|----------------------------------|----------------------------------|
| • Age | • Race |
| • Disability | • Religion, Belief or Non-Belief |
| • Gender Re-assignment | • Sex |
| • Marriage and Civil Partnership | • Sexual Orientation |
| • Pregnancy and Maternity | • Welsh Language* |

* The Welsh language is not identified as a protected characteristic under the Equality Act 2010, however in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

THE EQUALITY IMPACT ASSESSMENT

NAME OF NEW OR REVISED PROPOSAL *	EOTAS strategy
DIRECTORATE	Education & Lifelong Learning
SERVICE AREA	LEI
CONTACT OFFICER	Sarah Ellis Rhys Evans
DATE FOR NEXT REVIEW OR REVISION	July 2020

***Throughout this Equalities Impact Assessment Form, ‘proposal’ is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The Council’s work across Equalities, Welsh Language and Human Rights is covered in more detail through the **Equalities and Welsh Language Objectives and Action Plan 2016-2020**.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the **Corporate Policy Unit Portal** and the Council’s Equalities and Welsh Language team can provide advice as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact equalities@caerphilly.gov.uk for assistance.

PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve? <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <p>The EOTAS strategy outlines the ambition of the LA to meet the needs of all vulnerable learners and how this will be achieved.</p> <p>The LA aims to ensure that there is</p> <ul style="list-style-type: none">• a core entitlement for all learners• a high quality workforce who have access to appropriate professional learning• a high quality bespoke curriculum and progression pathway for learners• a focus on reintegration into mainstream education• a focus on collaboration and partnership working• a focus on preventative strategies to:<ul style="list-style-type: none">• make sure that any additional support needs that children have are recognised as early as possible• appropriate intervention is in place as early as possible• reduce the number of children and young people requiring alternative provision as far as possible, linked to appropriate early intervention• suitable arrangements are made to avoid exclusion• reduce the numbers of young people who are becoming Not in Education, Employment or Training (NEET)• clear processes and procedures• rigorous monitoring and evaluation• excellent leadership and management
2	<p>Who are the service users affected by the proposal? <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc. Are there any data gaps?)</i></p> <ul style="list-style-type: none">• Young people who at a given point in time are assessed as being unable to access education through mainstream opportunities and are therefore at risk of exclusion from mainstream provision and of becoming NEET• Head Teachers and school staff• LA staff• Parents / cares• Community• Alternative providers

IMPACT ON THE PUBLIC AND STAFF

3	<p>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?</p> <p><i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>;</p> <p>The Local Authority (LA) is committed to ensuring that all learners have equality of opportunity and recognise the right of all children and young people to receive high quality education. The proposal will ensure that for all learners whose educational opportunity may not be accessed through mainstream settings there is equality of access to appropriate pathways and relevant interventions.</p>
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4	<p>Is your proposal going to affect any people or groups of people with protected characteristics?</p> <p><i>(Has the service delivery been examined to assess if there is any indirect effect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's protected characteristics?)</i></p> <p>There are no negative consequences. The positive consequences for young people are greater support to remain in education and training. The service will be delivered to vulnerable young people regardless of race, gender, sexuality, language or religious belief.</p>
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Protected Characteristic	Positive, Negative, Neutral	What will the impact be? If the impact is negative how can it be mitigated?
Age	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Disability	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Gender Reassignment	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Marriage & Civil Partnership	NA	

Pregnancy and Maternity	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Race	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Religion & Belief	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Sex	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
Sexual Orientation	positive	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.

5	<p>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Corporate Policy Unit Portal. Although it is important that what is outlined in the proposal is available in Welsh and English, please consider wider impacts on Welsh speakers.)</i></p> <p>The proposed strategy could have a positive effect on the opportunity for persons to use the Welsh language. The LA is committed to developing opportunities for provision to be delivered through the medium of Welsh where possible. As part of any recruitment process the ability to speak Welsh would be considered to be desirable</p>
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INFORMATION COLLECTION

6	<p>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users. <i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more protected characteristic groups? If so, what has been done to address any difference in take up of the service? Does any savings proposal include an analysis of those affected?)</i></p> <p>Welsh Government and Estyn have historically reviewed practices in relation to pupil placement and EOTAS. This information as outlined below has been used as the context for developing the LA Strategy in terms of effective practice and legislation whilst developing this strategy. We have also considered self-evaluation findings from our current practice whilst looking to develop this strategy.</p> <p>Estyn:– Effective use of managed moves(2018) Healthy and Happy (2019) Pupil registration practices(2019) Eotas (2016)</p> <p>Welsh Government: Framework for action (2017) Statistical release (EOTAS)</p> <p>Welsh Government are currently reviewing processes and procedures in relation to PRUs and reviewing EOTAS guidance for delivering and commissioning services. Caerphilly officers are part of the advisory group for Welsh Government linked to this work and therefore can keep up to date with any relevant changes.</p>
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CONSULTATION


7	<p>Please outline the consultation / engagement process and outline any key findings. <i>(Include method of consultation, objectives and target audience. What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>There is an ongoing audit of current provision including stakeholder feedback (student voice). This will be ongoing.</p> <p>The strategy has been circulated to all headteachers within Caerphilly. It has also been shared with senior members of the local authority for consultation. All of the initial responses at this point have been positive.</p>
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MONITORING AND REVIEW

8	<p>How will the proposal be monitored? <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>This development is a priority in the Service improvement plan and will be monitored through the Directorates self evaluation processes.</p> <p>Rigorous monitoring and evaluation process will be developed as part of the strategy itself including improvement actions, target setting, progress towards targets, and stakeholder engagement activities.</p> <p>There will also be engagement with EAS in their role to support and challenge schools.</p> <p>Provision will be subject to Estyn Inspection.</p>
9	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>Progress will be monitored through Education SMT, the management committee and Education Scrutiny Committee.</p>
10	<p>Have any support / guidance / training requirements been identified? <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>Training needs will be continually evaluated in light of National developments and Service developments and linked through the PDR process.</p>
11	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <p>None identified.</p>
12	<p>What wider use will you make of this Equality Impact Assessment? <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>The assessment will form part of the appendices of the report to cabinet.</p>

13	<p>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</p> <p style="text-align: right;">Please tick as appropriate:</p> <p>No major change – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <input checked="" type="checkbox"/></p> <p>Adjust the proposal – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <input type="checkbox"/></p> <p>Continue the proposal – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <input type="checkbox"/></p> <p>Stop and remove the proposal – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <input type="checkbox"/></p>
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Form completed by:	
Name:	Sarah Ellis / Rhys Evans
Job Title:	Lead for Inclusion and ALN / Head of provision for vulnerable learners
Date:	10.2.2020

Head of Service Approval	
Name:	Keri Cole
Job Title:	Chief Education Officer
Signature:	
Date:	10.2.2020