



## **EDUACTION FOR LIFE SCRUTINY COMMITTEE – 12TH JANUARY 2016**

**SUBJECT: UPDATE ON EDUCATION OTHER THAN AT SCHOOL (EOTAS)**

**REPORT BY: CHIEF EDUCATION OFFICER**

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### **1. PURPOSE OF REPORT**

- 1.1 To update Members on the provision for pupils who are educated other than at school (EOTAS).

### **2. SUMMARY**

- 2.1 A number of pupils access EOTAS provision and it is important that this provision is appropriate and of high quality. It should also offer outcomes for pupils and value for money.

### **3. LINKS TO STRATEGY**

- 3.1 Single Integrated Plan.  
3.2 Service Improvement Plan.

### **4. THE REPORT**

- 4.1 EOTAS provision caters for the needs of children and young people from Nursery to Y11. Pupils enter into EOTAS provision following an application made to EOTAS Panel which meets on a monthly basis. Pupils' details and information are reviewed by panel members who include representatives from Educational Psychology Service, Behaviour Support Service, Youth Service, Education Welfare and the EOTAS team members. Cases are reviewed and placement decisions can be made based on individual pupil need. Outcomes from EOTAS panel are shared with the mainstream school.
- 4.2 A combination of provision is available for pupils entering EOTAS provision. This may include full 5 day placements or part time placements shared with their mainstream schools.
- 4.3 **Learner Profiles**
- 4.3.1 Pupils who are referred for EOTAS and behaviour provision have complex needs of varying degrees. In order to ensure their needs are most effectively met, detailed learner profiles are in place to support and inform panel decisions.

4.3.2 Learners may have a combination of needs including, Special Educational Needs (SEN), behaviour, emotional and social needs, medical needs and mental health needs. Pupils may also be referred for a variety of additional needs such as non attendance and /or school refusal. Permanently excluded pupils may enter provision depending on their needs in a short term capacity whilst awaiting a managed move to an alternative mainstream school or in to full time EOTAS provision. Pupils entering the authority from Out of County (OCC) or returning from secure provisions are also accommodated within EOTAS provision.

#### 4.4 **Provision**

4.4.1 Currently on the framework we have the following providers available, each meeting the needs of a particular learner profile:

4.4.2 Community Tuition pupils receive 2 hour educational input. This caters for pupils with short term needs who will transfer either back into a mainstream setting or five day full time EOTAS provision. This provision is all age.

4.4.3 Home tuition where pupils receive 2 hour educational support provided in the home setting. This caters for the needs of pupils with medical conditions and has to be supported with medical advice to access this provision. This provision is all age.

4.4.4 Caerphilly Adventure Group is available as part of the educational package provided for a wide range of pupil needs. This provision is all age.

4.4.5 Community Farm operates in a similar way to the Caerphilly Adventure Group. This provision is all age.

4.4.6 Young Parents Project is for our school age parents. Educationally pupils receive 2 hours input daily with additional support for post and prenatal issues.

4.4.7 Military Preparation College (MPCT) caters for the needs of pupils in Key Stage 3 and 4. This provision provides full time placements and includes ongoing support and development of key skills in literacy and numeracy delivered in a very practical and physical curriculum model.

4.4.8 Innovate provides for pupils in Key Stage 3 and 4. This project delivers full time provision and combines a curriculum model which is delivered with both tutors for meeting the educational requirements and youth workers to provide emotional and social development. Pupils who attend this provision have a high level of vulnerability as well as behaviour and learning needs. This project seeks to work with parents to support each young person's needs. Youth workers also provide support and transition into the community.

4.4.9 ACT caters for the needs of pupils at Key Stage 3 and 4. Pupils who attend ACT have a range of needs including challenging behaviour and learning needs. Pupils have access to both formal education and a skills based centre to develop apprenticeship skills in a range of areas. This includes carpentry, hair dressing, health and beauty and construction skills.

4.4.10 INCLUDE/Bridge caters for the needs of our most challenging pupils. The range of pupil needs will include extreme physically challenging behaviours, learning and social needs, as well as catering for young offenders. Pupils access a range of qualifications at this provision including access to college. INCLUDE supports the family of individuals as part of the curriculum. Pupils access this provision in Key Stage 3 and 4.

4.4.11 The Learning Centre is the only Pupil Referral Unit (PRU) that we have in Caerphilly. This provides for the needs of pupils from Key Stage 2 to Year 8. Pupils attending this provision aspire to maintain links with their mainstream school and we aim for them to be able to re enter mainstream education full time where ever possible.

4.4.12 Newbridge Specialist Resource Base provides full time placements for pupil in Key Stage 3. Pupils have a range of both learning and behavioural needs.

- 4.4.13 Behaviour Specialist Resource Bases are based in Ty Sign Primary School and the PRU. These provide 5 day placements for primary aged pupils with challenging behaviours and varying levels of learning needs.
- 4.4.14 Elective Home Education (EHE) pupils range from nursery age to Y11. Parents make the decision to home educate. Once a notification is received of the intent to home educate our Education Welfare Officer and tutor for EHE will make arrangements to meet with the family. We can provide ongoing support and monitoring for these pupils at the discretion of the family.

#### 4.5 **Monitoring**

- 4.5.1 All pupils placed in provisions are tracked and levels of attainment monitored. Monthly reviews are held to discuss pupil needs and ensure placements are appropriate to needs. If there are changes which may require a change of placement, these are re referred to EOTAS Panel for consideration.
- 4.5.2 Attendance is monitored on a weekly basis and shared with the mainstream school.
- 4.5.3 Providers have half termly meetings to share information and provide updates. Service providers are invited to present at these meetings to inform the EOTAS providers of changes in legislation and curriculum developments. This also provides opportunities for the providers to share good practice.
- 4.5.4 The Behaviour Support Officers (BSO) meet weekly to review their present caseloads and review new referrals from both primary and secondary schools. BSOs will provide the lead role for pupils who transfer between behaviour provisions and EOTAS providers. This role is key to the successful transition of individual pupils. They also provide the link with families and coordinate multi agency meetings relating to individual pupils.

#### 4.6 **Aims of EOTAS Provision**

- 4.6.1 Each case may have a different outcome depending on a range of factors. For many pupils, EOTAS may provide a short term break before returning full time to mainstream education. Entering EOTAS provision does not prohibit pupils' return to mainstream education. Whilst in EOTAS provision the curriculum on offer to each learner will be based on their profile of need. A focus of addressing their behavioural, social and emotional needs will be a feature within the curriculum on offer in each provision. EOTAS aims to provide for the long term needs of learners and seeks to provide the most appropriate opportunities and curriculum to support them in their transition into the next placement.
- 4.6.2 As part of this process support for families is considered. Coordinating multi agency meetings to support families and the pupil are essential to the ongoing engagement of all learners. Outcomes for learners at all ages are monitored. The aspiration is for all pupils, whilst in EOTAS provision, to achieve the maximum qualifications and levels appropriate to their levels of need and ability.

#### 4.7 **Qualifications 14/15**

- 4.7.1 EOTAS provision has access to three registered exam centre. These are based at INCLUDE, ACT and Ty Graddfa (Community Tuition centre).
- 4.7.2 In 2014/15 in Ty Graddfa 55 Year 11 pupils were entered for GCSE exams across 27 different GCSE subjects.

4.7.3 Of the 55 pupils entered:

- 38 achieved English and Maths A-G
- 4 achieved English and Maths A-C
- 2 achieved English A-C
- 4 achieved English A-G
- 2 achieved Maths A-G
- 50 of the 55 pupils achieved English and/or Maths GCSE

4.7.4 Of the 5 learners who did not achieve English or Maths GCSE:

- Of the 5, 3 achieved the minimum of at least 1 other GCSE
- 2 of the 3 attended Trinity Fields Special school
- 1 was EOTAS with significant SEN
- 2 of the 5 achieved no formal GCSE
- 1 pupil had returned recently from secure OCC and was pupil was Y10 and will resit this year

4.7.5 Overall outcomes for the learners who sat their qualifications at Ty Graddfa were an improvement over the previous 2 years.

4.7.6 Outcomes in INCLUDE and ACT were monitored and recorded.

## 4.8 **Next Steps**

4.8.1 Chris Burns and Keri Cole are to consult with headteachers on the arrangements for EOTAS.

4.8.2 The procurement procedure for EOTAS framework has been completed. A new framework will be in place for September 2016.

## 5. **EQUALITIES IMPLICATIONS**

5.1 This report is for information purposes only, so the Council's full Equalities Impact Assessment process does not need to be applied.

## 6. **FINANCIAL IMPLICATIONS**

6.1 There is a core budget for EOTAS provision. When pupils transfer to this provision, the Average Weighted Pupil Unit (AWPU) is reclaimed from the schools' budget.

## 7. **PERSONNEL IMPLICATIONS**

7.1 There are no personnel implications.

## 8. **CONSULTATIONS**

8.1 Consultation discussions and responses have been reflected in this report.

## 9. **RECOMMENDATIONS**

9.1 Members are requested to note the contents of this report.

## **10. REASONS FOR THE RECOMMENDATIONS**

- 10.1 EOTAS provision is currently under review and an update to Members is provided on a regular basis.

## **11. STATUTORY POWER**

- 11.1 Education Act 1996.

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