



CABINET – 2ND MARCH 2016

SUBJECT: THE REGISTRATION OF PUPILS WHO ARE EDUCATED OTHER THAN AT SCHOOL (EOTAS)

REPORT BY: KERI COLE, CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

1.1 To agree the process of registration for EOTAS.

2. SUMMARY

2.1 The majority of pupils settle successfully in schools and make progress. However, a relatively small number of pupils across the authority have needs that cannot be met within a school setting. Some of these pupils are too vulnerable to cope with a school environment, whilst others present behaviours that are too challenging for a mainstream school.

2.2 The Local Authority (LA) has identified alternative provision for these pupils and organises and funds this. The pupils have remained on the roll of the main school but they have no interaction with it, so their registration becomes academic. It would be more reasonable for the pupils attending full time provisions to be registered at the Pupil Referral Unit (PRU) which is the hub of the LA's EOTAS provision. A number of these pupils could return to education at school.

3. LINKS TO STRATEGY

3.1 Not in Employment, Education and Training Strategy (NEETs)
Educated Other Than at School Strategy (EOTAS)
Single Integrated Plan (SIP)

4. THE REPORT

4.1 174 pupils currently access education outside the school in a full-time capacity.

4.2 16 of these pupils attend INNOVATE which is a provision for vulnerable pupils, based in Rhymney. These pupils have no interaction with their mainstream school.

4.3 36 pupils attend Bridge/Include provision which caters for pupils who have the most significant and complex behavioural, social, emotional, learning and mental health needs. These pupils have no interaction with their mainstream school.

4.4 56 pupils attend Community/Home/Young Parents Project Tuition (32 Community; 19 Home; 5 Young Parents project). Some of these pupils are in this setting for a very short time and will definitely return to a school. It is appropriate that they remain on the school roll during the interruption to their school life. However, some of these pupils are in tuition while they access alternative provision or the PRU.

- 4.5 57 pupils attend ACT or Military Preparation College. These pupils attend these provisions full time.
- 4.6 24 pupils attend the LA's PRU which will develop into a centre of excellence for the management of challenging behaviour and, as such, will be the hub of EOTAS provision with pupils registered from there.
- 4.7 The Chief Education Officer is currently in discussion with headteachers to identify ways in which schools can collaborate to design bespoke packages for pupils who require an alternative curriculum so they can remain part of the school community.
- 4.8 It is proposed that where pupils are educated off-site in full-time provision independent of the school, they will be registered at the PRU. This is because they have no meaningful contact with the school and often will never have done so. Where pupils in need of an alternative curriculum are educated through collaborative arrangements between schools, they should remain on their respective school roll.
- 4.9 All external EOTAS provision is accessed through an EOTAS panel and is managed by Andrea Davies, Lead Officer for EOTAS, and her team which includes a designated Education Welfare Officer, Behaviour Support Officers, Principal Educational Psychologist, Admissions Officer, Youth Service, Youth Offending Service and, on occasions, a school representative.
- 4.10 The LA will adhere to the EOTAS Framework in working to support and quality assure all provisions. Should it become appropriate for a pupil to return to school, this will be facilitated by the LA.

5. EQUALITIES IMPLICATIONS

- 5.1 No impact assessment has been undertaken for the purposes of this report however as noted in section 4 above, the EOTAS provision includes services designed to meet the needs of a diverse group of pupils with specific needs. Protected characteristics would form part of the assessment.

6. FINANCIAL IMPLICATIONS

- 6.1 All pupils irrespective of where they are registered draw down funding to the Authority through the Revenue Support Grant. There is currently no PDG (Pupil Deprivation Grant) funding allocated, by Welsh Government, to pupils not registered on a school roll (i.e. pupils registered within a Pupil Referral Unit will not attract this funding).

7. PERSONNEL IMPLICATIONS

- 7.1 There are no personnel implications.

8. CONSULTATIONS

- 8.1 All comments have been reflected in the report

9. RECOMMENDATIONS

- 9.1 That Cabinet agrees that all pupils who receive full-time education provision away from the school site, are to be registered at the PRU. Where schools make local arrangements for alternative provision, pupils will remain on their respective school rolls.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 All pupils who are educated other than at school are currently registered at school. In many cases these pupils have no involvement with the school and have often never attended the school. In order to secure appropriate provision and pastoral care, it is proposed that those pupils who have no involvement with their respective mainstream school are registered at the PRU.

11. STATUTORY POWER

- 11.1 Education Act 1996.

Author: Keri Cole, Chief Education Officer
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Directorate Senior Management Team
Councillor R. Passmore, Cabinet Member for Education and Lifelong Learning
Councillor W. David, Chair, Education for Life Scrutiny Committee
Councillor J. Pritchard, Vice Chair, Education for Life Scrutiny Committee
David A Thomas, Senior Policy Officer (Equalities and Welsh Language)
Lynne Donovan, Head of People Management and Development
Jane Southcombe, Financial Services Manager, Education
Chair of PRU Management Committee
Teacher in Charge, PRU
Secondary Headteacher Association
Interim Managing Director, Education Achievement Service

Background Papers:
Education for Life Scrutiny Committee 12 January 2016 – Update on Education Other Than At Schools (EOTAS)