



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH FEBRUARY 2020

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

REPORT BY: **RICHARD EDMUNDS, CORPORATE DIRECTOR FOR
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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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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