



EDUCATION SCRUTINY COMMITTEE - 15TH MAY 2023

**SUBJECT: PROVISION FOR EDUCATION OTHER THAN AT SCHOOL
(EOTAS)**

**REPORT BY: CORPORATE DIRECTOR OF EDUCATION AND
CORPORATE SERVICES**

1. PURPOSE OF REPORT

- 1.1 This report provides an update for Members regarding:
- the implementation of the EOTAS strategy and development of provision;
 - information regarding how well services ensure suitable support for EOTAS pupils;
 - areas for development.

2. SUMMARY

- 2.1 Provision in Caerphilly is built around the Education other than at School (EOTAS) Strategy. This focuses on developing a Portfolio Pupil Referral Unit (PRU) referred to as Cwmpawd (Compass). The vision recognises that all young people have the right to access provision that ensures their needs are met and that they are travelling in the right direction to ensure this is enabled. The development of the Portfolio PRU will enable the Local Authority (LA) to ensure that young people in Caerphilly are offered that opportunity to develop and grow into responsible citizens who thrive and bring a positive dimension to the communities in which they live.
- 2.2 EOTAS in Caerphilly offers a range of provisions to meet the needs of young people who are unable to access mainstream education. Pupils who access EOTAS range from year 3 to year 11 and on average represent 1% of the student population across the authority.
- 2.3 Evaluation of current and emerging additional learning needs in the borough determines the range of provisions offered. These include pupils with high levels of anxiety, medical conditions, and externalised behaviour. Pre pandemic the majority of needs were characterised as Behavioural, Social and Emotional needs. Since the pandemic there has been a sharp rise in pupils experiencing Emotionally Based School Avoidance (EBSA).
- 2.4 Pupils access the provision through the weekly ALN panel. Robust arrangements are in place for schools to share detailed information on the current additional learning

needs, support and interventions already deployed at school, the impact of these and potential pathway plans on entering EOTAS.

- 2.5 The LA has a process of planning and self-evaluation. Officers contribute to the formulation, and monitoring of the Service Improvement Plan (SIP). Termly monitoring of the SIP identifies progress and next steps.
- 2.6 Progress is being made to develop provision in line with the EOTAS strategy linked to the Sustainably communities for Learning / 21st Century schools programme aligning with Welsh Government guidance regarding registration.

3. RECOMMENDATIONS

- 3.1 Members are asked to note the contents of the report and
 - a) consider the information contained in the report and to offer views and comments;
 - b) endorse the approach to be taken in regard to implementing the EOTAS Strategy and developing provision to meet need.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Members are asked to endorse the approach of the LA in order that the statutory duties of schools / education provisions and the LA are effectively met and all children with ALN have their needs identified and met with appropriate provision.

5. THE REPORT

5.1 Implementation of the EOTAS Strategy and development of provision

- 5.2 In line with the EOTAS Strategy the key areas within the Service Improvement Plan (SIP) for 2022-23 are:

- Developing Leadership
- Implementing Cefnogaeth (Support) Policy
- Improving Standards

- 5.3 Current provision includes:

- The Learning Centre at Glanynant - a KS2/3 pupil referral unit (PRU), providing education for pupils experiencing social emotional and behavioural difficulties.
- The HIVE (Community Tuition) is a small group setting with a high ratio of adult support for pupils that have reported high levels of anxiety. Pupils have a Pathway Plan which identifies transition need and support.
- The Innovate Project provided by the Youth Service. This is a learning environment where young people are encouraged to grow in confidence, self-esteem and independence by learning new skills, which will prepare them for a brighter future. The aim of the project is to engage and work with young people who are currently disengaged from formal education.
- Home Tuition providing a number of tutors who support pupils at their homes, community settings and in schools. Provision is provided for a range of reasons

though the target is always to re-integrate them back to an educational setting.

- ACT, a registered independent school. The school is registered to admit students with special educational needs specific to social, emotional and behavioural difficulties. They have developed a specific, targeted Schools Programme as an attempt to redress the fundamental issue of low literacy and numeracy skills.

- 5.4 In line with the implementation of the EOTAS Strategy the LA is working towards a position whereby provision is developed under the umbrella of a portfolio PRU. In this regard self-evaluation has identified critical work with Head Teachers in relation to the current model of home tuition and the school LPC provisions to ensure the most effective approaches to meeting need linked to schools who know the pupils best.
- 5.5 Following the Estyn Inspection of Glan Y Nant the focus is on ensuring clear plans to enable rapid and sustained improvement.
- 5.6 The provision at Virginia Park remains under development enabling use for EOTAS provision and the Youth Service.
- 5.7 The planned developments of the Centre for Vulnerable Learners and Glan Y Nant remain a focus of work with Sustainable Communities for Learning.

5.8 INFORMATION REGARDING HOW WELL SERVICES ENABLE SUITABLE SUPPORT FOR EOTAS PUPILS.

- 5.9 Standards and provision within settings are monitored closely by LA officers and leaders of each provision. Monitoring and evaluation reports provide specific updates for education senior management team.
- 5.10 All staff contribute to effective performance management processes and professional learning is a key aspect of development. The most recent activity in this area is focused on the universal, targeted and specific interventions utilised at each provision and matching professional learning opportunities with key staff.
- 5.11 The Management Committee provide challenge and support to the provision. Their focus is on the strategic direction of The Learning Centre at Glanynant, though they also receive reports and support the wider portfolio provision (Cwmpawd). The committee is supported well through EAS Governor Support, agenda items focus on standards and provision and serve as a strand of the overall self-evaluation.
- 5.12 The PRU provision at Glanynant has been recently inspected by Estyn (December 22). Whilst the amount of care and wellbeing support was highlighted in positive terms in the published report, there remains work to do with regards self-evaluation, improvement planning and the development of skills. These form part of the recommendations left by Estyn and as a result, the PRU was placed in the 'need for significant improvement' category. Work has already begun within the LA and collaborating with the EAS to ensure the Post Inspection Action Plan (PIAP) is in place and ensures rapid, sustained improvements to this provision.
- 5.13 Following the Inspection the LA is reviewing arrangements for the Management Committee, and that of the broader Cwmpawd provision.

- 5.14 Analysis of standards has highlighted the need to develop consistent assessment processes across the Portfolio Provision. Whilst not uniform in nature as the needs of the young people vary, each provision has developed its own methods to track progress, enabling them to report on this to the Management Committee, Headteacher of the Portfolio PRU and most importantly, the young person and their family. Whilst this is in its infancy, it is already helping with process to re-integrate some young people back to a mainstream setting.
- 5.15 Reintegration rates across EOTAS are lower than expected. There has been work to target this over the past year though it needs to continue and accelerate. Ensuring all ALN statutory duties are met, effective IDPs in place and registration protocols are clear are all fundamentals of the Cefnogaeth (Support) policy.
- 5.16 Progress has been identified in all areas of the Portfolio Provision, for example Community Tuition at the HIVE have developed a bespoke tool to measure emotional development and engagement in the young people. 15 pupils out of 24 had data available for the whole academic year and by analysing this data, we were able to identify that 11 out of the 15 (73%) saw positive progress had been made.

5.17 AREAS FOR DEVELOPMENT

- 5.18 The development of the Centre for Vulnerable Learners (CVL), the extension at Glan Y Nant and developments at Virginia Park are critical in ensuring the vision for the portfolio provision can be achieved.
- 5.19 Following the inspection of Glan Y Nant PRU a critical area of focus is ensuring a clear focus for sustained improvement.
- 5.20 Aligning all developments with the implementation of the ALN Act and Curriculum for Wales remains an overarching focus.
- 5.21 Linked to the SIP the areas for development for 2022/ 2023 are broken down into specific areas as follows:
- Continuing the development of formal processes for sharing information with schools. Work has been undertaken to ensure all mainstream schools are reminded about the type of provision available in the authority and how to access it so that, through collaboration, all pupils are supported appropriately.
 - Contributing to the revision of the LA criteria for specialist placement.
 - Continuing developments linked to a revised model of home tuition and identifying associated financial benefits and risk. Significant work has been undertaken in this area as the authority look to support schools through the addition of resources to support inclusion. Financial and HR considerations are part of this process.
 - Establishing a cohesive professional learning programme across all provisions. The appointment of an ALNCO to support Cwmpawd has been central in developing provision maps, reviewing current interventions and identifying professional learning needs of individuals and teams.
 - Confirming the LA policy regarding registration status. The current policy has been refined and adopted. Practice will ensure all pupils are supported appropriately whilst within EOTAS provisions, curriculum entitlement

mirrors that of students at mainstream schools and there is clear ambition regarding integration.

- Ensuring pupil's enrolment in provision takes place within agreed timescales. Transition into and out of EOTAS provision is key in supporting pupils. Work continues to be undertaken to ensure the correct information is shared at panel, key professionals are involved in the process and most importantly, the pupil is at the heart of all decision-making.
- Developing tracking and monitoring systems using a coherent infrastructure across all provisions. The development of a comprehensive data and information infrastructure is essential and remains a key area of work.
- Developing common systems to measure progress. With clear systems in place, consistency of information will enable an even more accurate picture of strengths and areas for development.
- Developing a calendar of quality assurance across provisions. A comprehensive programme, owned by all stakeholders and driven by shared principles will support the provision for vulnerable learners.
- Analysis and adaption of our current staffing profile to meet the needs of our EOTAS Strategy needs to take place. Ensuring officers within each provision are engaged with roles directed to fulfil this purpose is fundamental to the work. This may entail redesigning roles, and designing and appointing new roles which encapsulate key aspects across all provisions. Such 'Cwmpawd' roles will ensure all young people in all provisions will receive the same entitlement and be supported to make progress.

5.22 Partnership work between LA officers, EAS, Estyn and Welsh Government is essential to ensure continued progress and development.

5. 23 CONCLUSION

5.24 Work is ongoing to ensure the LA delivers the EOTAS strategy. There is evidence of progress and there remains work to do to ensure that all young people in Caerphilly receive an education which engages, inspires and helps them grow into ambitious young adults.

6. ASSUMPTIONS

6.1 In considering the recommendations the following assumptions have been made:

- Delivering the EOTAs Strategy and ensuring that the needs of children and young people are met is a priority of the Council and as such must be reported to scrutiny to ensure that members are kept informed.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

7.1 This report provides information and therefore an integrated impact assessment has not been completed at this time.

8. FINANCIAL IMPLICATIONS

- 8.1 There may be capital implications associated with the development of provision in line with the strategy. However, there are no revenue financial implications associated with this report.

9. PERSONNEL IMPLICATIONS

- 9.1 There are no current personnel implications, however in line with the developments of the strategy HR processes will be followed as appropriate.

10. CONSULTATIONS

- 10.1 The report reflects with views of the consultees.

11. STATUTORY POWERS

- 11.1 Additional Learning Needs and Tribunal Act (Wales) 2018
Well-being of Future Generations (Wales) Act 2015
Education Act 1996
Equality Act 2010
Social Services and Wellbeing Act (2014)

Author: Sarah Ellis Lead for Inclusion and ALN elliss@caerphilly.gov.uk

Consultees:

Christina Harray, Chief Executive
Richard Edmunds, Corporate Director, Education and Corporate Services
Dave Street, Corporate Director Social Services
Rob Tranter, Head of Legal Services and Monitoring Officer
Steve Harris, Head of Financial Services and S151 Officer
Councillor Teresa Parry, Chair Education Scrutiny Committee
Councillor Jo Rao, Vice Chair Education Scrutiny Committee
Councillor Carol Andrews, Cabinet Member for Education and Achievement
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning and Strategy
Jane Southcombe, Finance Manager
Nicola Hooper, Finance Officer
Paul Warren, Strategic Lead for School Improvement
Sarah Mutch, Early Years Manager
Ros Roberts, Business Improvement Manager
Adelaide Dunn, Lead for Wellbeing and Equity (EAS)
Lynne Donovan, Head of People Services
Rhys Evans, Head of Provision for Vulnerable Learners