

Kind Hands and Clever Minds Make Our School



Education Other Than At School Policy (EOTAS)

EOTAS Policy Revised May 2012

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National Context

The Welsh Government (WG) has issued both statutory and guidance documents in relation to 1419 pathways and EOTAS provision. Section 5 of the WG circular, *Inclusion and Pupil Support* sets out the duties on Local Authorities (LAs) and schools to provide education outside school settings and includes provision for learners with Special Educational Needs (SEN) and vulnerable groups.

Local Context

This policy supports the aims and objectives identified in strategies, policies and procedures produced by Caerphilly County Borough Council (CCBC).

The Children and Young People's Plan 2011 - 2012 has 3 Priority Outcomes. One of the outcomes is that *all children and young people have improved work related skills*. The three Priority Outcome Groups will deliver the objectives and actions in the Plan.

CCBC is committed to ensuring that all children and young people of compulsory school age are provided with suitable and appropriate education at school or other than at school (Section 19 – Education Act 1996).

There is a continuum of provision that includes specialist resource bases for learners with challenging behaviour and commissioned provision for EOTAS learners.

Aims

The aims of the policy are:

- To raise achievement and attainment by removing barriers to learning.
- To ensure learners who by reason of illness, exclusion from school or otherwise receive suitable and sufficient education.
- To further develop the essential partnership working across a range of LA and voluntary services including Youth Offending Service (YOS), Turnaround, Social Services, Health, Parents and Carers, Children and Young People's Partnership (CYPP) and Careers Wales.
- To promote appropriate vocational and academic education in off site Learning Centres and EOTAS settings.
- To reduce the number of young people not in education, employment or training (NEET) within the LA.
- To ensure there is access to a suitable learning pathway framework as set out in Learning Pathways 14-19 and the Learning and Skills (Wales) Measure 2010.
- To promote social inclusion and cohesion within the context of the Extending Entitlement document.
- To ensure that the rights and entitlements of vulnerable children and young people are safeguarded.

Principles

Caerphilly LA recognises that all young people should have access to appropriate provision and or learning pathways which meet their needs and enables them to achieve success.

EOTAS provision is governed by the principles which are consistent with the guidance in the *Inclusion and Pupil Support* and the *14-19 Pathways*. Relevant sources of information are given in **Appendix 1**.

Process and Implementation

Who is the Service for?

The LA aims to provide high quality provision and support for children and young people of compulsory school age who are;

- Permanently excluded from school;
- At risk of exclusion or require support for re-integration to mainstream or alternative provision;
- Waiting for a behavioural, emotional and social difficulties (BESD) placement;
- Looked after children (LAC) and waiting for a school placement;
- Out of school due to medical reasons, eg) school phobia, long term illness, pregnancy, post natal support;
- Elective home educated learners (EHE)

Admission arrangements – Learners for EOTAS are referred via schools or other educational settings. (**Appendix 2**). Learners are discussed at monthly and interim EOTAS panels.

What does EOTAS provide?

EOTAS Curriculum Statement

The LA is committed to ensuring that all children and young people gain maximum benefit from their education, regardless of ethnic origin, sex, age, sexual orientation, disability, religious beliefs or non-belief, use of Welsh language, BSL and other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

All EOTAS learners receive a broad and balanced curriculum. Within the context of the EOTAS curriculum, a varied and appropriate programme is provided for every learner taking account of, and recognising, the diverse nature of needs exhibited by our young people accessing alternative provision.

The curriculum engages individual learners in relevant knowledge and skills based learning and training. This systematically builds on their previous learning experiences to ensure the development and application of key skills in a range of contexts. In addition, opportunities to develop the social and emotional well-being of learners in EOTAS provision is fundamental to unlocking their potential and enriching their life experiences.

To this end, there is a range of individual and group programmes designed to effect positive change for learners around attitude, behaviour, learning, self-esteem and social interaction.

The curriculum is constantly monitored, especially when alternative curricula are devised. Learners' needs are central to curriculum delivery to ensure that they feel part of the identification, assessment and provision for meeting their needs. Where appropriate, the curriculum acknowledges, supports and promotes awareness of cultural diversity in Wales and the wider community.

EOTAS provision in Caerphilly is delivered through a variety of learning centres offering a range of opportunities **(Appendix 3)**.

The LA is committed to supporting all EOTAS provisions to raise the attainments and achievement of all learners who are educated outside the mainstream setting **(Appendix 4)**.

Listening to Learners

- Caerphilly LA concurs with the views stated in the WG Document *Listening to Learners* (2007) and the SEN Code of Practice for Wales that in all aspects, learners should feel confident that their views will be listened to and valued.
- Where possible children and Young People will be encouraged to participate in all the decision making processes that occur including course choices, vocational options, transition at 14 and 16.

Parent/Carers Partnership

- Caerphilly LA is committed to working in partnership with parents/carers and recognises that the role of parent/carers is crucial in ensuring that EOTAS learners make suitable and sufficient progress.

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Safeguarding EOTAS Children and Young People

- Learners from vulnerable groups as identified in Section 2, Inclusion and pupil support are over represented within EOTAS provision. All teachers, Youth Workers, Learning Coaches and College Tutors need to be aware of issues such as bullying, emotional and physical abuse and neglect and receive timely safeguarding training (Appendix 1).
- Each EOTAS provision has a designated Safeguarding officer.
- All personnel who are required to work with children and Young People are required to have an enhanced Criminal Record Bureau (CRB) check.

Elective Home Education

A parent's decision to home educate is not in itself grounds for concerns about the welfare of a child. If child welfare concerns do arise, these concerns should immediately be referred to the statutory authorities for consideration. The LA can use its legal powers to apply for a School Attendance Order (SAO) if a parent has failed in their duty under arrangements for elective home education and is reluctant to engage with any school.

With regard to EHE families, there is an established process agreed between Safeguarding (Education), EWS and Children's Services (**Appendix 5**).

- The EOTAS Manager offers to meet with every EHE family to discuss their reasons for deciding to home educate and to try to resolve the situation where relevant.
- The EWS make an initial visit and maintain contact with families through termly visits, and these are recorded on the home visit report form. (**Appendix 6**)
- An information check with Children's Services, Contact and Referral team is carried out and a multi agency meeting is called when concerns are raised.
- The EOTAS Manager meets termly with the Education, Support and Improvement Service, (ESIS) to agree the timetable of visits throughout the year.
- The completed ESIS report (**Appendix 7**) is shared with the family and the LA; a second visit is undertaken if there are concerns regarding provision.
- A school attendance order would be issued when there is no consistent evidence that a suitable and appropriate provision is in place.

Monitoring, Evaluation and Review

The Local Authority has a statutory duty to ensure the quality of educational provision and as part of this to ensure that the needs of individual children and Young people are met. This will be achieved through the following:

- Details of all EOTAS learners are maintained in a database of out of school learners.
- Basic and Key Skills Builder (BKSB) testing tracks the progress of learners in Key Stage 4.
- The EOTAS manager reports on the percentage of learners receiving accredited qualifications and on pupil's destinations post 16.
- Caerphilly ESIS is commissioned to undertake reviews of EOTAS provision,
- EOTAS provision is included in the ESTYN Inspection of LAs, the BSS and 14-19 Unit.
- EOTAS learners with statements of SEN are monitored through the SEN Code of Practice for Wales Annual Review process.
- All learners are monitored and reviewed in line with the NEETs Strategy.
- The Education, Support and Improvement Service (ESIS) on behalf of the LA undertakes an annual visit to EHE families to establish whether appropriate and suitable provision is in

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place. The EWS visit on a termly basis.

Appendices

Appendix 1	Sources of Information
Appendix 2	EOTAS Referral Form
Appendix 3	Education Other Than at School – Provision Map
Appendix 4	EOTAS – Qualifications and Curriculum Activities
Appendix 5	Elective Home Education process
Appendix 6	EWS – Home Visit Report
Appendix 7	ESIS – Review of Educational Provision Report

Appendix 1

Sources of Information

- Inclusion and Pupil Support – NAW Circular No 47/2006
- Learning Pathways 14-19 Guidance 11 NAW Circular Number 17/2006
- The Learning Country Vision into Action October 2006
- CYPP – Changing Lives, building futures 2008-2011
- The Learning and Skills Measure 2010
- Extending Entitlement
- Safeguarding Children in Education April 2008
- Keeping in Touch Strategy (2009)
- SEN Code of Practice for Wales



Learner EOTAS Referral Form

School / educational setting making this referral:

Name of person completing this form: Referral
for Tuition / Other provision:

This form needs to be completed by the respective school for all children and young people who require EOTAS provision including those who have been permanently excluded from school.

Name of learner:

D.O.B: Age: Gender: - Select - Unique Pupil

Number: Current N.C:

Address:

Postcode:

Tel. No:

Parents/Carers Name/s:

Home School (i.e. name on roll)

BESD Centre attended (if any)

Is the learner in receipt of free meals at school? - Select -

Reason for Referral:

This referral has been discussed with the learner

I/we give our consent to this referral I/we consent to this information being shared with relevant agencies

Signature of parent/carer:

Date:

Family Structure /Background(i.e. Biological, Foster, Adoptive parents, Siblings):

Please give details of any relevant information regarding the family, offending behaviour and other behavioural issues in school or in the community.

Educational Background

Attendance since start of this school year. (%)

Attendance last academic year (%)

Exclusion history please include the following:

History of permanent exclusions	
Number of fixed term 5.5 and fewer	
Number of fixed term 6 and above	
Total number of days lost	

Please include supporting information giving reasons for exclusions

PASS data

Academic attainment

- I. reading age / level
- II. writing level
- III. spelling age / level
- IV. maths level

BKSB Results: Literacy Numeracy

Comments on learner's potential and particular strengths. Please mention any hobbies or

interests the learner has.

Agency Involvement. Please give details of any agencies that are or have been involved with the learner, including name, telephone number and email address of contact.

- Adolescent Psychiatry **- Select -**
Details
- Careers Wales: Including special needs advisers and Youth Gateway **- Select -**
Details
- Behaviour support service **- Select -**
Details
- Educational Psychology Service **- Select -**
Details
- Education Welfare Service **- Select -**
Details
- Health **- Select -**
Details
- Home Tuition **- Select -**
GP
- Caerphilly Adventure Group **- Select -**
Details

- Police - Select -

Please include details/incidents of anti-social behaviour Details

- Social Services - Select -

Details

- Youth Offending Service (attach ILP) - Select -

Details

- Others - Select -

Please specify

Special Educational Needs

Has the young person ever been referred to Special Educational Needs Coordinator (SENCO) / registered on COP?

- Select -

Is the learner at School Action or School Action plus?

Does the young person have a PSP?

- Select -

Does the young person have a Statement of Special Educational Needs? :

Select -

Primary Need identified on statement:

Please attach statement & IEP's

If Yes, date of Statement:

Date of next annual review

Please indicate any behavioural history of the learner that the Learning Provider should be aware of. Please attach print out of all relevant incidents warranting sanctions.

Legal Status

Is the young person "Looked After"? - Select -

Please attach PEP.

Child Protection Register:

Is the young person on the Child Protection Register?

- Select -

If yes, please provide Social Services contact details.

Has the young person ever been on the Child Protection Register? - Select -

In the context of the learner accessing EOTAS please confirm that the child's / young person's name will remain on the school roll (exception being permanent exclusion) and that the school is in agreement with AWPU monies being clawed back.

Signed Headteacher Date

COMPLETED FORMS TO BE RETURNED TO:

EOTAS mailbox – www:EOTAS

Please note that any incomplete form will be returned to the school

EOTAS PROVISION MAP AND PROFILE

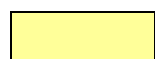
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Elective Education Home
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	**Community Tuition	**New & Expectant Parents	Young Wales	Innovate	INCLUDE
Year 9			N/A	N/A	
Year 10					
Year 11					

**(not age specific)

Key:



= Interim provision (could also include Foundation Phase and NC Years 3 & 4)



= Time limited provision.



= Young people who have significant emotional difficulties and possibly moderate behaviour problems



= Young people who have significant emotional difficulties and possibly challenging behaviour problems



= Young people who are very vulnerable and present with present with extremely challenging behaviour

Should it be necessary to review the appropriateness of a placement for a young person, consideration would be given to assessment information at the appropriate panel.

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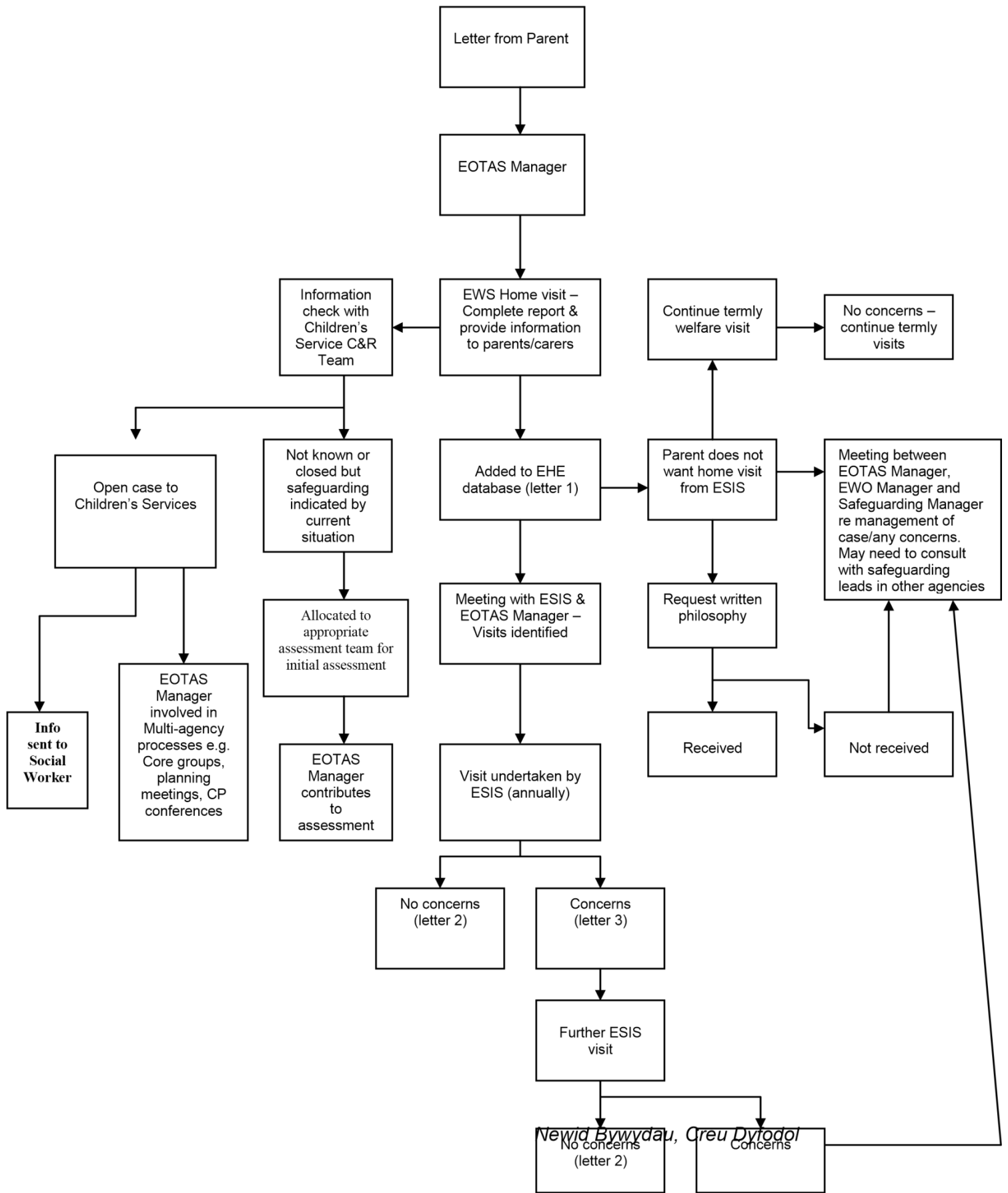
Appendix 4

EOTAS – Qualifications and Curriculum Activities

Community Tuition	New & Expectant Parents	Young Wales	Innovate	Include CfBT
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<p>GCSE entry level Maths, English</p> <p>(in some instances other subjects Will be accessed)</p> <p>KS2, KS3, KS4 – Maths, English, other subjects as and when required.</p>	<p>GCSE/Entry Level Maths, English Language, English Literature</p> <p>Support with RE and History. In addition the project offers parenting support, arts based activities, careers advice, outdoor pursuits and a range of Agored qualifications (e.g. budgeting, home safety, sexual health)</p>	<p>GCSE Maths/ English, NOCN “Step up”, ASDAN COPE, OCR and City & Guilds, Film Production, Photo shoots, Web Design, Music production, Event Management, Catering Production, Retail, Office Administration, Property Services.</p>	<p>Foundation GCSE literacy/ numeracy, BTEC, Health & Social Care, BTEC Work skills, Agored Cymru -Land base (practical and theorybased learning) Horse Care, ATV Driving Skills; IT – Key skills; ASDAN. Arts based work.</p> <p>Navigation awards, Climbing, caving and Gorge walking. ESDGC focus work.</p>	<p>Entry, Level 1 and Level2, via the WJEC, Edexcel and OCR. Subjects range from Maths, English, Science, Physical Education, Art ,and IT, through Key Skills and Employability to the BTEC in Business</p> <p>PHSE programme is supported by involvement with the Prince’s Trust XL Programme</p>
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Elective Home Education Process



Appendix 6



**Elective Home Education
Education Welfare Service Home Visit Report**

DATE OF VISIT:

IS THIS THE: 1ST 2ND 3RD 4TH 5TH VISIT?

Name of pupil: dob:

School:

Address:
.....

Telephone:.....

Names of parents/carers:

Was the pupil present during the visit? yes/no

Why have the parents decided to withdraw their son/daughter from school?

.....
.....
.....

Education Welfare Officer's comments:

.....
.....
.....

SIGNED: DATED:

Appendix 7



Education Otherwise: review
of educational provision

Name of child:	Name(s) of parent/carer:
Date of birth:	Address:
Contact telephone number:	

Reviewer:	Persons present:
Date of review:	Location:

Previous schools attended (if any):
Summary of child's current educational provision (e.g. parental tuition, tutor, collaborative arrangements)

Education Otherwise: Assessment Record

	Evidence	View taken on the balance of probability:		
		1	2	3
Functional literacy: Reading				

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Functional literacy: Writing				
Functional literacy: Speaking and listening				
Functional numeracy: Computational skills				
Opportunities for social development				
Opportunities for physical development				
Opportunities for developing capacity to enter world of work (14+)				

1. a suitable education is being provided;
2. a suitable education is not being provided;
3. insufficient evidence.

Comments:	
Signed: Date:	Circulation: Parent(s)/Carer(s) LA EO officer Head of School Effectiveness ESIS EO manager