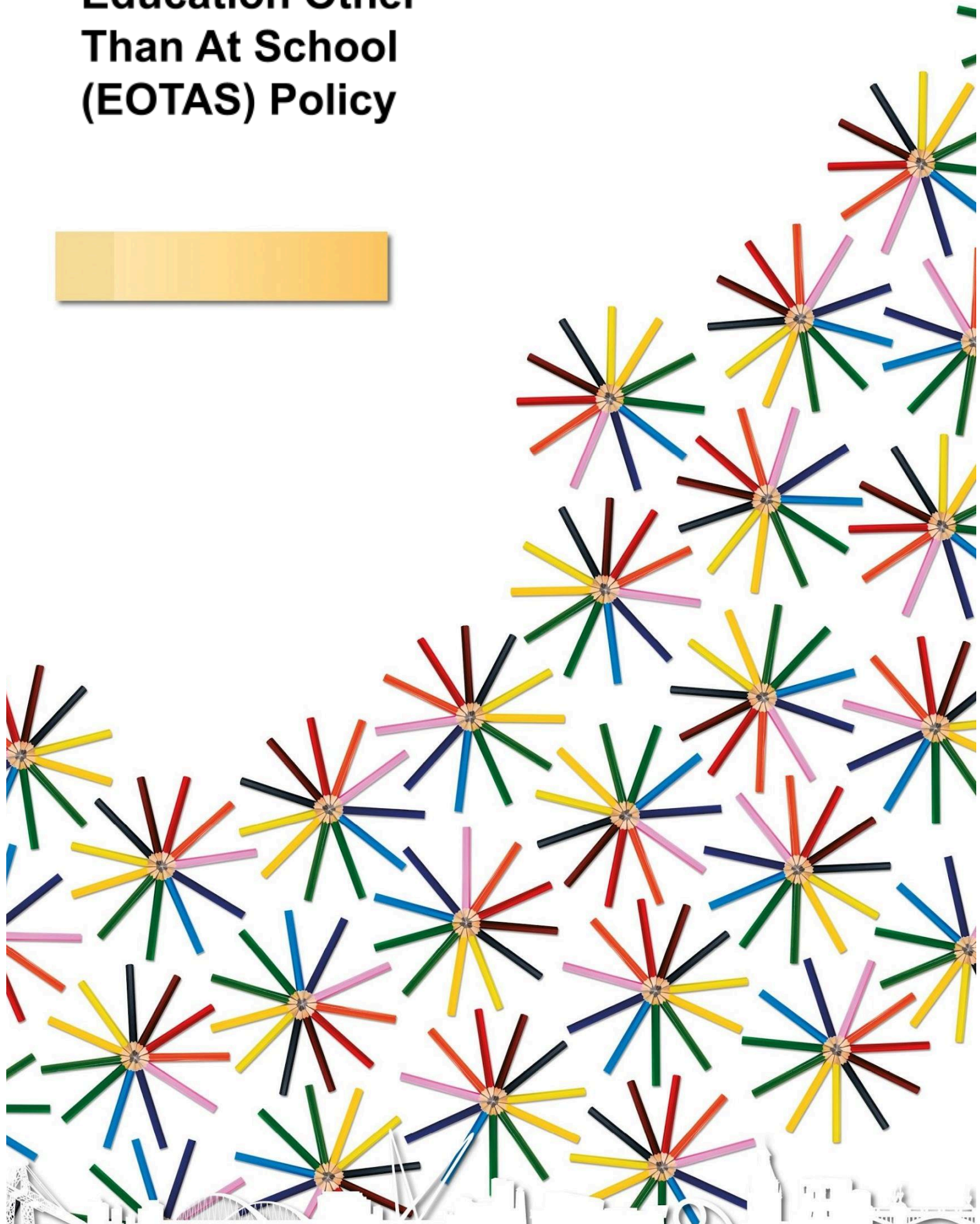
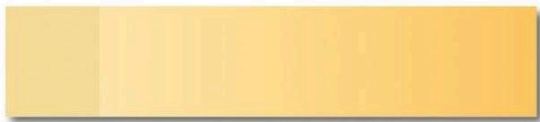


Education Other Than At School (EOTAS) Policy



Education Other Than At School (EOTAS) Policy

National context

The Welsh Government (WG) has issued both statutory and guidance documents in relation to 14-19 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 additional learning needs (ALN) and vulnerable groups.

Local context

This policy supports the aims and objectives identified in strategies, policies and procedures produced by Newport local authority (LA).

The LA 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 provision for learners with Behavioural, Emotional and Social Difficulties (BESD) alongside 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 Justice Team (YJT), social care, health, parents and carers, youth engagement and progression framework coordinator 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 the



Principles

Newport 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.

Process and implementation

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.
- Children Looked After (CLA) and waiting for a school placement.
- Out of school due to medical reasons, e.g. school phobia, long term illness.
- Elective home educated learners (EHE).

Admission arrangements – learners for EOTAS are referred via schools (**Appendix 2**). Learners are discussed at weekly Managed Move panel or ALN Panel for those learners with a Local Authority Individual Development Plan (IDP).

What does EOTAS provide?

EOTAS curriculum

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.



The curriculum is constantly monitored, especially when alternative curricula are devised. Learner's 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 Newport is delivered through a variety of learning centres offering a range of opportunities. 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 2).

Listening to learners

The LA concurs with the views stated in the Welsh Assembly Government Document, 'Listening to Learners' (2007), Education (Wales) Measure 2009 and the new Additional Learning Needs Code for Wales (2021) (Chapter 4) that in all aspects children and young people should feel confident that their views will be listened to and valued. All schools and settings will use a person centred approach, and wherever possible children and young people will be encouraged to participate in all the decision making processes that shape their education including:

- The setting of learning targets/actions and contributing to Pupil Profiles, Individual Development Plans and Behaviour Support Plans;
- Decisions about choices of courses, vocational options and transition at 14 and 16;
- Contributing to the assessment of their needs, the ongoing and annual reviews of progress, transition processes and the young persons' aspirations for the future.

Parent/carers partnership

- The 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.

Safeguarding EOTAS Children and Young People

- Learners from vulnerable groups as identified in Section 2, Inclusion and pupil support are overrepresented 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.
- 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 DBS check



See separate policy.

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 on the Bridge Achievement Centre (PRU) register.
- The PRU manager reports on the percentage of learners receiving accredited qualifications and on pupils' destinations post 16.
- EAS/LASIS is commissioned to undertake reviews of the PRU provision.
- EOTAS provision is included in the ESTYN Inspection of the PRU
- EOTAS learners with Local Authority Individual Development Plans (IDP) are monitored through the ALN code of practice for Wales annual review process.
- All learners are monitored and reviewed in line with the NEETs strategy.



Appendices

Appendix 1	Sources of information
Appendix 2	EOTAS – qualifications and curriculum activities

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
- Youth Engagement and Progression Framework .2013
- Evaluation of EOTAS WG 37/2013
- The Learning and Skills Measure 2010
- Extending Entitlement
- Safeguarding Children in Education April 2015
- Keeping in Touch Strategy (2009)
- ALN Code for Wales (2021)



APPENDIX 2

EOTAS – Examples of qualifications and curriculum activities

Home/Community Tuition	Bridge Achievement Centre – offered at three sites
<p>Entry Pathways English & Numeracy, Humanities, Independent Living Skills, ICT E2/3</p> <p>Entry Level Science</p> <p>GCSE English Language</p> <p>GCSE English Literature</p> <p>GCSE Maths</p> <p>GCSE Numeracy</p> <p>LIBF (now known as TLM) – Lessons in Financial Education L1/2</p> <p>BTEC SWEET (PSE)</p> <p>Arts Award L1/L2</p> <p>The King’s Trust L2 (equivalent of 2 Bs at GCSE)</p> <p>Please note: It may be possible for some pupils receiving home or community tuition to take some of the qualifications (or other qualifications) from the next list.</p>	<p>Entry Pathways English & Numeracy, Humanities, Independent Living Skills, ICT E2/3</p> <p>Entry Level Science</p> <p>GCSE English Language</p> <p>GCSE English Literature</p> <p>GCSE Maths</p> <p>GCSE Numeracy</p> <p>GCSE Welsh</p> <p>LIBF - LIFE L1/2</p> <p>BTEC SWEET (PSE)</p> <p>BTEC Home Cooking L1/2</p> <p>GCSE Health and Social Care/Child Care</p> <p>GCSE Product Design</p> <p>GCSE Applied Science Single Award</p> <p>BTEC Construction L1</p> <p>GCSE PE</p> <p>GCSE Art</p> <p>The Duke of Edinburgh Award</p>

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