

## **EDUCATION INCLUSION SCRUTINY INQUIRY PANEL**

This is an agenda pack for a meeting for the Education Inclusion Scrutiny Inquiry Panel taking place on the 27 March 2015. The main items being discussed are Equality and UNCRC impact assessments. Background reports are included.

**Date:** 27 March 2015

**Time:** 10.00pm

**Venue:** Meeting Room 3 (2.2.7), Civic Centre

### **Members of the Panel:**

Cheryl Philpott (Convener)	Wendy Fitzgerald
Fiona Gordon	Linda Tyler-Lloyd
Nick Davies	Sarah Joiner (Co-optee)
Hazel Morris	Dave Anderson-Thomas (Co-optee)
Ceinwen Thomas	

### **Copy of Agendas for information to:**

Chris Sivers – Director, People  
Lindsey Harvey – Chief Education Officer  
Sharon Davies – Access to Learning Manager  
Vaughan Clark – Education Inclusion Consultant

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## **AGENDA Education Inclusion Inquiry Panel**

<b>No.</b>	<b>Item</b>
1.	The Conveners letter and notes arising from last panel meeting on 16 February 2015
2.	Updated Timetable of Work for discussion/agreement
3.	<ul style="list-style-type: none"><li>• Equality Impact Assessment for restructure proposals and action plan</li><li>• UNCRC Impact Assessment for restructure proposals and action plan</li></ul>

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**CITY AND COUNTY OF SWANSEA**  
**DINAS A SIR ABERTAWE**

**To:**  
**Jennifer Raynor**  
**Cabinet Member for Education**

*Please ask for:*  
*Gofynnwch am:*

Michelle Roberts

*Scrutiny Office Line:*  
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*Date*  
*Dyddiad:*

Summary: This is a letter from the Education Inclusion Scrutiny Inquiry Panel to the Cabinet Member for education following the meeting of the Panel on the 16 February 2015. It is about the Education Other Than At School Service. It includes conclusions.

Dear Cllr Raynor

**Education Inclusion Scrutiny Inquiry Panel 16 February 2015**

As you are aware the Panel met on the 16 February to look at the proposals arising from the Independent Education Consultant report into provision for pupils educated otherwise than at school (EOTAS) in Swansea. Vaughan Clark (Information and Transformation Manager), Frazer Newbury (Principal Officer Special Educational Needs) and Susie Johnson (Home Tuition Service) attended the meeting to discuss the proposed actions.

The outcome of the independent report mirrored many of the issues discussed and highlighted by the Panel and we were reassured that these issues were picked up by the review. We did feel however that the proposals made subsequently only address some of the issues highlighted in the independent report and we look forward to seeing the full action plan once it is complete. Also after a recent report on EOTAS services in Wales where the Children's Commissioner described some of these services in Wales as seeming to be 'Cinderella' services, i.e. '*that practice in PRUs remains inconsistent: it's 'the Cinderella education service'*'. We are keen to ensure that this is not the case in Swansea.

Some Panel members did express concern that although Home Tuition came out of the Review very well it is being drastically reduced from 13.78 FTEs to 4.1 with resources, apparently, being directed towards Pathways which raised alarm bells with the Panel. There was also concern that there will no longer be capacity for the Home Tuition service to deal with children with Social, Emotional and Behavioural Difficulties (SEBD). This ties in with our inquiry question and we will be looking at *how these proposals and the action plan for EOTAS will benefit the children and young people who use this service.*

Now that the Independent Review is complete and some proposals have been made we plan to continue with our scrutiny inquiry into certain aspects of the service including into the potential impact of the proposals outlined including looking at:

1. Equality and UNCRC impact assessments for the restructure proposals and action plan
2. Support for this cohort of children from:
  - School Improvement Service
  - Social Services Department
  - Careers and Keeping in Touch Project or similar
  - Health/CAMHS
3. Feedback from the newly established multi agency group
4. Speaking to School Improvement Service about support and challenge for schools in this matter
5. Speaking to a selection of schools who have put facilities in place to deal with behaviour issues within the school setting

We will provide Cabinet with a full report and recommendations at the end of our inquiry.

We do not require a formal written response to this letter.

Yours sincerely

**Cheryl Philpott**  
**Convener of Education Inclusion Scrutiny Inquiry Panel**  
[Cheryl.philpott@swansea.gov.uk](mailto:Cheryl.philpott@swansea.gov.uk)

**Education Inclusion Scrutiny Inquiry Panel  
16 February 2015**

**Notes**

**In attendance:**

Cllr Cheryl Philpott (Panel Convener)  
Cllr Fiona Gordon  
Cllr Nick Davies  
Cllr Hazel Morris  
Cllr Ceinwen Thomas  
Cllr Wendy Fitzgerald  
Cllr Linda Tyler-Lloyd  
Sarah Joiner, Parent Governor Co-optee  
Jennifer Raynor, Cabinet Member for Education  
Vaughan Clark, Information and Transformation Manager  
Frazer Newbury, Principal Officer, Special Educational Needs  
Susie Johnson, Home Tuition Service

**1. EOTAS consultation outcomes and restructure proposals**

- Independent report mirrored issues raised by panel last year and members were pleased to these things addressed.
- Children's Commissioners recent report on EOTAS type services across was saying in many areas it was a Cinderella service, panel want to be sure that this not the case in Swansea.
- Vaughan Clark outlined details of the Consultation on the reconfiguration of the EOTAS provision in Swansea, namely:
  - This proposal is part of a wider One Education Budget strategy to secure an effective and efficient Education Service whilst meeting the financial challenges within the Council.
  - The proposal has two key strands: the overall structure of the EOTAS provision and the revised service delivery of Home Tuition
  - These structural changes include:
    - Amalgamation of Step Ahead and Arfryn PRU
    - Closure of Key Stage 4 Education Centre
    - Home Tuition service becoming part of the Step Ahead structure. It will only cover statutory duties providing for young people with medical needs
- Formal Consultation will now take place with stakeholders from 2 Feb for 45 days, this will include for example: trade unions, those involved in service, pathways, schools and school representative groups and parents and carers.
- Members asked whether the Equality Impact Assessment and UNCRC Impact Assessment had been completed. They were informed that it had. The Panel asked to see this information.
- The Executive Board's concerns about the EOTAS provision are that:
  - Too many pupils are receiving provision outside of mainstream school
  - Estyn identified the need to improve quality of provision in local authority inspection in 2013
  - Perception that all excluded young people are treated the same way, regardless of reasons for their exclusion
  - KS3 and KS4 in special measures or risk of

- Level 1 performance is weaker than other indicators suggesting that pupils are having provision but with limited recognised qualifications; and
- Attendance is too low and exclusion too high.
- In 2012/13 Swansea educated 251 pupils other than at school, representing a rate of 3.9 per 1000, which was the fourth highest in Wales, and higher than the rates for Newport (3.2) and Cardiff (2.9) in the same year. Data for the past four years shows a gradual reduction in EOTAS use in Swansea, which is against the trend of rising use in Newport, Cardiff and Wales as a whole.
- Governance of service will link robustly in with schools.
- The panel were concerned that the proposals seemed to be whole based upon budgetary pressures and are looking for assurance that these changes are the best option for those children requiring this service across Swansea.
- The Panel felt that this cohort of children are extremely vulnerable and working with them at this stage in their lives could not only give them better outcomes but save public money in the longer term.
- Proposals very much about process and not how it will impact on children and young people. The Panel are not focused on how it will affect those needing the service. Looking at breaking the chain of poverty and education is a key driver in this.
- The panel were informed that the reconfigured service will increase the flexibility so able to meet individual needs in a more targeted way.
- The Home Tuition Service will remain a teacher led and delivered model.
- The Home Tuition Service will concentrate on statutory requirements and those CYP who no longer home tutored will be picked up elsewhere, i.e. pathways.
- Do the changes in service/restructure in Home Tuition follow what has been suggested in independent review. Members were informed that the a brief has been given to restructure the service within a smaller budget and were told the only way to square that in a service that is predominantly about manpower is to reduce staff numbers and therefore number of CYP.
- Statutory and not statutory, who else will pick those who will not get a service from Home Tuition?
  - Children with behavioural difficulties will get more support from schools
  - Children with Mental Health needed...this is more of a grey area, need to work alongside Health colleagues to address this. Did work with Health at Trehafod but they pulled out three years ago so we continues a limited service but that is now finishing. We will now have 1 higher level teaching assistant and 1 teacher.
- Some Panel members did express concern that although Home Tuition comes out the Review very well it is being drastically reduced from, approximately, 12 FTEs to 4 with resources being directed towards Pathways, which does not appear to emerge from the Review as positively. It did seem illogical and counter intuitive and raised alarm bells with the Panel or at least in the view of some of those present.
- Schools need to be monitored and helped to support these children. Must ensure that they do not slip through the net.
- The model will be a phased one with the next phase being joint working. Joint working will be critical. Getting the right people together will be key, a multi agency group is being developed. The Panel were keen to see the outcomes of this. *The Panel were informed they should have some feedback by June 15.*
- Pathways and size of groups was raised and requirements to meet individual children's needs.
- Vaughan Clark said it was clear that things needed to change within EOTAS and they had been heartened by schools who are already addressing some of these

issues, like for example Pentrehafod who have set up a unit within the school as have some other comprehensives. *Panel wished to find out more about these.*

- The Panel also highlighted how looked after children will fit into this new model. *Panel will look into further.*
- Cabinet Member for Education expressed her concerns about how she was being kept informed about progress and felt she needed to come to scrutiny in order to find out more.
- Some schools can be too quick to reflect problems, more training and development of staff in schools around dealing with behavioural issues is needed. Schools must build a better tolerance internally and the approach across school must be more consistent. *Panel want to speak to Hub Head of School Improvement Service in relation to this, in particular how we support school to be inclusive and how will they be developed so they can work with children more within the school setting.*
- Must closely monitor and evidence outcomes from these service changes to ensure they are working for all children.

## **2. Next Steps for the Review**

1. The Panel agreed to resume their inquiry into the service and include looking at the impact of the reconfiguration proposals. This will include updating the Panels Terms of Reference and putting together a timetable of work which will include:
  - a. Looking at Equality Impact Assessments and UNCRC impact assessment for proposals (27 March)
  - b. Current position in relation to the 14-19 grant (April)
  - c. Speak to Hub Head of School Improvement Service (May)
  - d. Look at how other services are supporting this cohort of children i.e. Social Services, Health/CAMHS, Careers/KIT (April/May/June)
  - e. Speaking to schools that have put services in place within school settings i.e: Pentrehafod Comprehensive (May)
2. Conveners letter to be written to Cabinet member outlining outcomes of the meeting.
3. Scrutiny Programme Committee to be informed of the Panels next steps.

**Item 2**

**Education Inclusion Scrutiny Inquiry Panel  
Timetable of Work**

<b>Meeting date and venue</b>	<b>Evidence being gathered</b>
<b>Meeting 1</b> 4 February 2014	<ul style="list-style-type: none"> <li>• Overview of subject area by Head of Education Inclusion</li> <li>• Discuss Terms of Reference/Scope of the Inquiry</li> </ul> <p><b>***Panel agreed to put inquiry on hold while an independent review of EOTAS was completed***</b></p>
<b>Meeting 2</b> 23 October 2014	EOTAS Independent Review Report <b>***Panel agreed to await production of the Action Plan/proposals***</b>
<b>Meeting 3</b> 16 February 2015	4. EOTAS Consultation outcomes 5. EOTAS restructure proposals <b>***Panel agreed to resume inquiry***</b>
<b>Meeting 4</b> 27 March 2015 10am MR3 Civic Centre	<ul style="list-style-type: none"> <li>• Discuss/update Terms of Reference/evidence to be gathered</li> <li>• Equality Impact Assessment for proposals</li> <li>• UNCRC Impact Assessment for proposals</li> </ul>
<b>Meeting 5</b> 21 April 2015 4pm CR5a Guildhall	<ul style="list-style-type: none"> <li>• Reducing NEETs in relation to this cohort of children (speak to relevant officer/partners including careers and Keeping In Touch programme) – <b>Confirmed</b> (<i>Jo-ann Walsh, Careers Wales West</i>)</li> <li>• Information on current position in relation to the 14-19 grant</li> </ul>
<b>Meeting 6</b> 5 May 2015 4pm	School Improvement Service How are we supporting, challenging and advising schools more widely and how are we supporting EOTAS services in particular? <i>Helen Morgan Rees (Hub Head of School Improvement Service)</i>
<b>Go to some schools</b> that have put facilities/units in place to deal with behaviour within the school setting or in case of primary how they deal with this issue.	
<b>School 1</b> 11 May at 10am	Pentrehafod Comprehensive
<b>School 2</b> 22 May at 10am	Bishop Gore Comprehensive
<b>School 3</b> Date tba	Primary School?
<b>Meeting 7</b> 15 June 2015, 4pm	Social Services and the relationship with Education and how this cohort of children is supported
<b>Meeting 8</b> 29 June 2015, 4pm	Health and CAMHS support in relation to this cohort of children
<b>Meeting 9</b> 13 July 2015, 4pm	Feedback from the newly established multi-agency group
<b>Meeting 10</b>	Findings Report - Review all the evidence collected and draw conclusions

**As at: 23/03/2015**

## **EOTAS Proposals: Equality Impact Assessment**

The City and County of Swansea, like all other public authorities in Wales, has a legal duty to assess all its proposed functions, policies and procedures for their impact on protected groups as defined in the Equality Act 2010. These are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief (including non-belief)
- Sex
- Sexual orientation

We use EIAs to meet this legal duty. Our EIA process also covers other areas including:

- Welsh language
- United Nation Convention on the Right of the Child (UNCRC)
- Poverty
- Community Cohesion
- Carers

The impact assessment enables the council to:

- Identify and address possible discrimination
- Avoid or remove any inequalities
- Improve the services provided
- Improve customer access and relationships

Following the EOTAS review an Equality Impact Assessments was drafted prior to the formal consultation on the proposals. The document was shared with the Service Manager for comments before being sent to the Access to Services Team for wider circulation. Comments were received by colleagues in the Access to Services Team, the Consultation Co-ordinator and the Poverty and Prevention Team. The EIA is then approved by the Head of Service or Chief Education Officer.

The document remains a live document and will be amended to reflect the views expressed during the consultation and any impact identified by the consultees on any of the protected characteristics. Any actions/mitigation required will be noted in an amended Equality Impact Assessment.

## Equality Impact Assessment (EIA) Report

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to Equality and Diversity.

**Please refer to the 'Equality Impact Assessment Guidance' while completing this form. If you would like further guidance please contact the Access to Services Team (see Guidance for details).**

<b>Where do you work?</b>
Service Area: Education Inclusion
Directorate: People

**(a) This EIA is being completed for a...**

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

**(b) Please name and describe below...**

### Proposed Changes to the Education Other Than at School (EOTAS) Service

The authority's EOTAS service offers a wide range of provision, according to pupils' age and needs. This includes:

- The Home Tuition Service
- Step Ahead Centre (PRU)
- EOTAS Pathways
- Arfryn Education Centre (PRU)
- Key Stage 4 Education Centre inc. Teenage Learning Centre (PRU)

The authority's EOTAS provision forms a key part of its graduated response to meeting the needs of pupils with social, emotional and behavioural difficulties (SEBD) for whom mainstream school provision is no longer possible or appropriate. The mainstream schools identify and meet pupils' needs at school action and school action plus in accordance with the SEN Code of Practice.

The following table shows the continuum of provision available.

	<b>Mainstream School</b>	<b>EOTAS Provision</b>	<b>Out of Area placement</b>
School Action	<ul style="list-style-type: none"> <li>- Pastoral/ALN/SEN support</li> <li>- School in-house provision (e.g. Nurture groups/ Learning Support/Inclusion/on site group)</li> <li>- School commissioned external provider (e.g. Educating Learners in Swansea (ELiS) and/or</li> </ul>	<ul style="list-style-type: none"> <li>Home tuition (5 – 16)</li> <li>Education Otherwise Pathways (14-16)</li> <li>Key Stage 4 Education Centre (including Teenage Learning Centre) (14-16)</li> </ul>	A small number of pupils with highly complex needs who cannot be retained in County.

School Action Plus	other external provision) - Behaviour Support - Education Psychology	Arfryn Centre (3-14) Step Ahead (11-16)	
Statements	- 1:1 support in mainstream classes  (The authority also maintains 33 specialist teaching facilities in 29 schools for pupils with moderate, severe and complex needs.)		

The proposed changes being consulted on are:

1. Remodelling the Home Tuition service
2. Closure of the Key Stage 4 Education Centre
3. Amalgamate Arfryn Education Centre, the Step Ahead Centre and the Home Tuition Service under one Head of Centre.
4. EOTAS Pathways will provide provision for former Key Stage 4 SEBD pupils

**(c) It was initially screened for relevance to Equality and Diversity on 23/10/14**

**(d) It was found to be relevant to...**

- |                                   |                                     |                                  |                                     |
|-----------------------------------|-------------------------------------|----------------------------------|-------------------------------------|
| Children/young people (0-18)..... | <input checked="" type="checkbox"/> | Religion or (non-)belief .....   | <input checked="" type="checkbox"/> |
| Any other age group (18+) .....   | <input type="checkbox"/>            | Sex .....                        | <input checked="" type="checkbox"/> |
| Disability .....                  | <input checked="" type="checkbox"/> | Sexual orientation .....         | <input type="checkbox"/>            |
| Gender reassignment .....         | <input type="checkbox"/>            | Welsh language .....             | <input checked="" type="checkbox"/> |
| Marriage & civil partnership..... | <input type="checkbox"/>            | Poverty/social exclusion .....   | <input checked="" type="checkbox"/> |
| Pregnancy and maternity .....     | <input checked="" type="checkbox"/> | Carers (inc. young carers) ..... | <input checked="" type="checkbox"/> |
| Race .....                        | <input checked="" type="checkbox"/> | Community cohesion .....         | <input type="checkbox"/>            |

**(e) Lead Officer**

**Name:** Sharon Davies  
**Job title:** Access to Learning Manager

**Date (dd/mm/yyyy):**

**(f) Approved by Head of Service**

**Name:** Robin Brown  
**Date (dd/mm/yyyy):**

## **Section 1 – Aims (See guidance):**

**Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project:**

### **What are the aims?**

An EOTAS review was commissioned by the Executive Board as they were concerned about the number of pupils educated outside mainstream schools, the quality of their education in EOTAS and the outcomes for these young people. The review team made a number of broad recommendations and on the back of recommendation 2 (to reduce places and reconfigure EOTAS) the local authority is proposing these changes.

These proposals aim to address value for money issues in the Home Tuition and Key Stage 4 provision, management and leadership issues across the Pupil Referral Units and to reduce the number of EOTAS places.

### **Who has responsibility?**

Council, Cabinet, Executive Board, Director of People and Chief Education Officer.

### **Who are the stakeholders?**

EOTAS Staff  
EOTAS Pupils  
EOTAS Parents  
All Headteachers  
All Governing Bodies  
School Councils  
Education Inclusion  
Education Senior Leadership Team  
Cabinet Member for Education  
Leader  
SNAP Cymru  
Social Services  
CAHMS

## Section 2 - Information about Service Users(See guidance):

Please tick what information you know about your service users and provide details/evidence of how this information is collected.

Children/young people (0-18).....	<input checked="" type="checkbox"/>	Carers (inc. young carers) .....	<input checked="" type="checkbox"/>
Any other age group (18+) .....	<input checked="" type="checkbox"/>	Race .....	<input checked="" type="checkbox"/>
Disability .....	<input checked="" type="checkbox"/>	Religion or (non-)belief .....	<input type="checkbox"/>
Gender reassignment .....	<input type="checkbox"/>	Sex .....	<input checked="" type="checkbox"/>
Marriage & civil partnership.....	<input type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity .....	<input checked="" type="checkbox"/>	Welsh language.....	<input checked="" type="checkbox"/>

### What information do you know about your service users and how is this information collected?

Pupil information – SIMS which is linked with the Authority’s ‘CAPITA One’ system which gives more detailed information about pupils. This is managed by the local authority to ensure that the needs are met of all pupils in all schools within the City & County of Swansea.

General information about schools is collected in January every year as part of the National Census (PLASC).

The statistics for pupils accessing EOTAS services are as follows:

In 2012/13, Swansea educated 251 pupils other than at school, representing a rate of 3.9 per 1000, which was the fourth highest in Wales, and higher than the rates for Newport (3.2 per 1000) and Cardiff (2.9 per 1000) in the same year.

Data for the past four years shows a gradual reduction in EOTAS use in Swansea, which is against the trend of rising use in Newport, Cardiff and Wales as a whole.

Numbers in Swansea EOTAS peaked in 2011/12, following the closure of Daniel James School, when the authority enrolled a significant number of former pupils in EOTAS provision instead of in an alternative mainstream school.

	2009-10	2010-11	2011-12	2012-13
<b>Swansea</b>	4.4/1000	4.0/1000	4.3/1000	3.9/1000
<b>Newport</b>	2.4/1000	3.3/1000	2.8/1000	3.2/1000
<b>Cardiff</b>	1.7/1000	2.3/1000	2.9/1000	2.9/1000
<b>Wales</b>	2.1/1000	2.2/1000	2.2/1000	2.6/1000
<b>Swansea rank</b>	2/22	2/22 (joint)	1/22	4/22

Source: Welsh Government SDR 121/2013

The overall proportion of pupils in EOTAS in Swansea is higher than it is in authorities in similar circumstances. However, unlike comparator authorities and against the national trend, Swansea is starting to reduce EOTAS usage.

The authority has made significant progress over the past 7 years in reducing permanent and fixed term exclusions from both primary and secondary schools. In 2006/7, 17 pupils

were permanently excluded from secondary schools, but only 2 pupils in 2012/13. The rate of fixed term exclusions from both primary and secondary schools has halved over the same period of time.

In June 2013, Estyn reported that ‘the rate of permanent exclusions is among the lowest in Wales. The rate of shorter fixed-term exclusions is better than the Wales average although the rate of fixed-term exclusions of six days or more is not as good as the Wales average. The average number of days lost for all fixed-term exclusions is slightly higher than the Wales average.’

However, as is the case nationally, the published data on exclusions tells only part of the story about pupils educated outside the mainstream system. There are many pupils in EOTAS provision who are not counted as excluded pupils for statistical purposes, but who for a wide range of reasons are no longer included in mainstream schools.

**Table 1: Number of pupils educated other than at school**

Academic year	EOTAS pupils whose main education is outside of school and who have subsidiary			EOTAS pupils who have main or current enrolment status at a maintained school	All pupils receiving EOTAS provision
	are not on roll at a maintained school	enrolment status at a maintained school	Total		
2010	46	107	153	63	216
2011	44	97	141	48	189
2012	57	93	150	94	244
2013	43	95	138	113	251
<b>2014</b>	<b>35</b>	<b>93</b>	<b>128</b>	<b>95</b>	<b>223</b>

**Table 2: Number of pupils whose main education is other than at school by age/gender**

	2010	2011	2012	2013	2014
<b>Gender</b>					
Boys	110	104	117	109	<b>104</b>
Girls	43	37	33	29	<b>24</b>
Pupils	153	141	150	138	<b>128</b>
<b>Age</b>					
18	5 or less	5 or less	5 or less	5 or less	<b>5 or less</b>
17	5 or less	5 or less	5 or less	6	<b>5 or less</b>
16	5 or less	5 or less	12	14	<b>5 or less</b>
15	45	37	45	31	<b>35</b>
14	32	37	19	24	<b>18</b>
13	26	24	21	24	<b>22</b>
12	13	14	14	9	<b>11</b>
11	11	5 or less	7	6	<b>5 or less</b>
10	8	5 or less	6	5 or less	<b>8</b>
9	5 or less	5 or less	5 or less	6	<b>5 or less</b>
8	5 or less	5 or less	9	5 or less	<b>6</b>
7	5 or less	6	0	5 or less	<b>5 or less</b>
6	5 or less	0	5 or less	5 or less	<b>5 or less</b>
5 or under	0	5 or less	6	5 or less	<b>5 or less</b>
Total	153	141	150	138	<b>128</b>

**Table 3: Pupils whose main education is other than at school, by free school meal (FSM) entitlement**

FSM entitlement	Gender	2010	2011	2012	2013	2014
Entitled to FSM	Boys	57	40	57	47	<b>45</b>
	Girls	19	11	7	13	<b>11</b>
	Pupils	76	51	64	60	<b>56</b>
Not entitled to FSM	Boys	53	64	60	62	<b>59</b>
	Girls	24	26	26	16	<b>13</b>

**EOTAS Ethnic Groups**

<b>Category</b>	<b>Total</b>	<b>%</b>
Indian	1	0.5
Other Mixed Background	1	0.5
White -And Any Other Ethnic Group	1	0.5
Unknown - not obtained	7	3.3
Arab	1	0.5
Unknown - refused	1	0.5
White British	202	94.4
<b>Total</b>	<b>214</b>	<b>100.0</b>

\*Not including the Traveller Service

**EOTAS SEN**

<b>Category</b>	<b>Total</b>
No Special Educational Need	3
School Action	1
School Action Plus	133
Statemented	77
<b>Total</b>	<b>214</b>

### Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics. This could be based on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	→ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other age group (18+)	→ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	→ <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	→ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	→ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	→ <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race	→ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	→ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	→ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	→ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh language	→ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	→ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Thinking about your answers above, please explain in detail why this is the case?

Age – the proposed changes will see the quality of the provision maintained if not improved. Key Stage 4 pupils will now be able to access a wider breadth of curriculum via Pathways than they currently have access to in the Key Stage 4 Education Centre and the Home Tuition Service will continue to be led by teachers.

Disability – a training budget is being put in place to raise staff awareness on issues of disability to ensure that any pupils with a disability can have full access to the service.

Pregnancy and maternity – this group is currently catered for by the Teenage Learning Centre hosted by Key Stage 4 Education Centre. The Centre will be combining with the Step Ahead Centre and the Home Tuition Team. This will provide this group of young people with a safer more inclusive environment.

Sex – As with Age the proposed changes will see the quality of provisions for both boys and girls maintained if not improved.

Welsh Language – Welsh speaking pupils are not a big user of this service currently. Individual arrangements have been made in the past and will continue to be made should the need arise.

Carers – all young carers will continue to have the same access to this service as they have done in the past.

#### What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support your view? Please provide details below.

An informal consultation has been held with the staff at the EOTAS Service prior to a formal consultation process taking place with all stakeholders mentioned in Section 1. Once completed all the details will be added here.

#### Any actions required (to mitigate adverse impact or to address identified gaps in knowledge).

- Carry out a full and formal consultation with all stakeholders
- Report back on the findings of the consultation and make final decision

## Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

<b>Foster good relations between different groups</b>	<b>Advance equality of opportunity between different groups</b>
<b>Elimination of discrimination, harassment and victimisation</b>	<b>Reduction of social exclusion and poverty</b>

**(Please see guidance for definitions on the above)**

**Please explain any possible impact on each of the above.**

### **Foster good relations between different groups**

The EOTAS structure through this proposal will streamline under 2 senior posts which should make it easier to foster good relations between the various sections.

### **Advance equality of opportunity between different groups**

Key Stage 4 students will have access to a wider breadth of provision under Pathways (13 subjects)

### **Elimination of discrimination, harassment and victimisation**

The whole service works towards this end and the proposals will not deviate the service from this goal.

### **Reduction of social exclusion and poverty**

These proposals will provide better value for money and ensure that the funding is well spent ensuring children and young people are kept in education and giving them a better chance of reaching their potential.

### **What work have you already done to improve any of the above?**

This has been an ongoing process of seeking improvements in the EOTAS Service and this proposal is the next step in seeking improvements.

### **Is the initiative likely to impact on Community Cohesion (see the guidance for more information)?**

The Service will remain in the areas it is currently located in and many of the service users come from these areas. Therefore we do not envisage an impact on the community cohesion.

### **How will the initiative meet the needs of Welsh speakers and learners?**

Welsh medium pupils will continue to receive their education through the medium of Welsh as is required.

### **Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

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## Section 5 - United Nations Convention on the Rights of the Child (UNCRC):

**In this section, we need to consider whether the initiative has any direct or indirect impact on children. Many initiatives have an indirect impact on children and you will need to consider whether the impact is positive or negative in relation to both children's rights and their best interests**

Click here (*add hyperlink*) to read the UNCRC guidance before completing this section.

**Will the initiative have any impact (direct or indirect) on children and young people? If not, please briefly explain your answer and proceed to Section 6.**

Yes, the initiative will have a direct impact on children and young people in a positive way within the best interests of children and young people. Article 3 states that everyone who works with children and young people should always do what is best for all children – this article is one of the four guiding principles of the UNCRC.

**Is the initiative designed / planned in the best interests of children and young people? Please explain your answer.**

Yes, the initiative is designed in the best interest of children and young people and will ensure children and young people access their right to achieve the goals of education and become the best they can be (Article 29). These proposals seek to ensure that the quality of the provision offered to EOTAS pupils is maintained if not improved ensuring all children and young people in Swansea have access to educational provision enhancing children and young people's right to education and to learn and go to school (Article 28)

**Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

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## Section 6 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor this function, service, policy, procedure, strategy, plan or project:

### Monitoring arrangements:

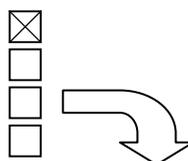
If following the consultation period the proposals are implemented the requirement to monitor the EOTAS provision will continue to be met by the Local Authority. This will be done by the Education Otherwise Management Committee and the Education Inclusion and SEN Cross Phase Group.

### Actions:

## Section 7 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

- Outcome 1: Continue the initiative...
- Outcome 2: Adjust the initiative...
- Outcome 3: Justify the initiative...
- Outcome 4: Stop and remove the initiative...



For outcome 3, detail the justification for proceeding here:

## Section 8 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Forward this EIA report and action plan to the Access to Services Team for feedback and approval – [accesstoservices@swansea.gov.uk](mailto:accesstoservices@swansea.gov.uk)
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council's website - this is a legal requirement.

## Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Carry out a full and formal consultation with all stakeholders	RBr/SD	February/March 2015	Consultation completed and all stakeholders will have had an opportunity to share their views	
Report back on the findings of the consultation and make final decision	RBr/SD	March/April 2015	Decision made and final structure confirmed to staff	

**\* Please remember to be 'SMART' when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).**