

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**Children and Young People's Scrutiny Committee**

**MUNICIPAL YEAR 2018- 2019**

**CHILDREN AND YOUNG PEOPLE  
SCRUTINY COMMITTEE**

**Date: 23<sup>RD</sup> JANUARY 2019**

**REPORT OF:  
DIRECTOR OF EDUCATION AND  
INCLUSION SERVICES**

**Agenda Item No. 5**

**OUTCOMES FOR CHILDREN  
ACCESSING EDUCATION OTHER THAN  
AT SCHOOL (EOTAS) IN RHONDDA  
CYNON TAF DURING THE ACADEMIC  
YEAR 2017/18**

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**1. PURPOSE OF THE REPORT**

The purpose of this report is to provide Elected Members with an update on the educational outcomes of children accessing Education Other Than At School (EOTAS) in Rhondda Cynon Taf during the academic year 2017/18.

**2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Note the information contained within this report.
- 2.2 Scrutinise and comment on the information provided.
- 2.3 Consider whether they wish to scrutinise in greater depth any matters contained in the report.

**3. BACKGROUND**

- 3.1 Section 19(1) of the Education Act 1996 (as amended by section 47 of the Education Act, 1997) specifies that each local authority has to make arrangements for the provision of suitable education other than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.
- 3.2 EOTAS can consist of a range of provision and bespoke educational packages. In Rhondda Cynon Taf, this is generally provided by means of a placement in a Pupil Referral Unit (PRU), or through access to group or individual tuition.

- 3.3 PRUs are educational establishments maintained by the local authority to provide suitable education for children and young people who are unable to access mainstream education because of their significant social, emotional and behavioural needs. Unlike schools, PRUs are governed by Management Committees and not Governing Bodies.
- 3.4 Individual or group tuition is generally provided as a short-term solution for children or young people who are unable to attend school due to significant medical reasons or exclusion. Medical reasons can include learners with significant physical, medical and mental health needs. In exceptional circumstances, tuition can also be provided as an interim measure for learners who don't have an underlying medical reason for not attending school but who may be at risk of exclusion. Welsh Government requires local authorities to provide suitable education for all permanently excluded pupils from the 16<sup>th</sup> school day of absence following a decision by a Governing Body Pupil Disciplinary Committee to uphold a Headteacher's permanent exclusion. Tuition may also be provided for short periods for learners awaiting a specialist placement.
- 3.5 Rhondda Cynon Taf has one primary and one secondary PRU. The primary PRU, Tai Education Centre, relocated in September 2018 to the old Ysgol yr Eos site, Pen-Y-Graig. The building has undergone significant refurbishment in order to create an educational environment better equipped to meet the needs of a diverse range of learners through an improved curriculum offer. The secondary PRU, Ty Gwyn is situated in Aberdare.
- 3.6 Tai Education Centre was deemed to be an excellent setting with excellent prospects for improvement in its last inspection in 2013. Ty Gwyn was judged to be in need of significant improvement following Estyn's inspection in September 2013 and was categorised as a 'red' school requiring high levels of school improvement support in Autumn 2014. Executive Headship arrangements were put in place in April 2014 across both Tai and Ty Gwyn Education Centres. Leadership and management in Ty Gwyn was consequently strengthened and the setting was removed from the Estyn category in January 2015 due to the 'very good' or 'strong progress' made against the key recommendations identified in 2013. From September 2018, the Executive Headteacher arrangements ceased with the appointment of a new Head of Centre at both Tai and Ty Gwyn.
- 3.7 Tai and Ty Gwyn Education Centres provide either part-time dual placements or full-time educational placements. Dual placements are classed as either main or subsidiary for attendance purposes, depending on which setting provides the majority of the education.

Every attempt is made to secure dual registration status with mainstream settings so that re-integration plans can be developed in partnership PRU staff and the best possible chance of securing positive outcomes in mainstream settings can be achieved. In exceptional circumstances, usually following a permanent exclusion from a mainstream setting, some learners are solely registered with the PRU.

3.8 All placements in EOTAS are considered in local authority panels and decision making is informed by strict entry and exit criteria.

#### 4. DATASETS

Both national and local data sets are presented in this report, and references to EOTAS provision includes learners accessing both PRU and tuition provision.

#### 5. NUMBERS OF LEARNERS ACCESSING EOTAS PROVISION

5.1 Nationals datasets<sup>1</sup> suggest that in 2017/18 a total of 2,188 pupils in Wales accessed EOTAS provision, of which 193 (9.04%) were Rhondda Cynon Taf pupils. Of this cohort of 193 pupils, 176 received their main education in EOTAS provision.

**Table 1: Number of pupils educated other than at school, by Local Authority, 2017/18**

Local Authority	EOTAS pupils whose main education is outside of school and who:			EOTAS pupils who:	
	Are not on roll at a maintained school	Have subsidiary enrolment status at a maintained school	Total	Have main or current enrolment status at a maintained school	All pupils receiving EOTAS provision
Isle of Anglesey	29	0	29	0	29
Gwynedd	33	0	33	*	*
Conwy	64	0	64	0	64
Denbighshire	98	0	98	60	158
Flintshire	73	38	111	5	116
Wrexham	20	36	56	0	56
Powys	55	7	62	6	68
Ceredigion	15	0	15	10	25
Pembrokeshire	11	22	33	69	102
Carmathenshire	7	61	68	22	90
Swansea	63	106	169	19	188
Neath Port Talbot	42	0	42	*	*
Bridgend	0	51	51	17	68
The Vale of Glamorgan	48	68	116	0	116
Rhondda Cynon Taf	71	105	176	17	193
Merthyr Tydfil	11	37	48	*	*
Caerphilly	16	43	59	129	188
Blaenau Gwent	*	0	*	0	*
Torfaen	*	*	*	37	77
Monmouthshire	*	*	22	14	36
Newport	80	8	88	41	129
Cardiff	217	10	227	126	353
Wales					
2017/18	1,008	601	1,609	579	2,188
2016/17	892	510	1,402	570	1,972
2015/16	909	603	1,512	602	2,114
2014/15	909	478	1,387	770	2,157
2013/14	958	267	1,225	1,142	2,367
2012/13	995	225	1,220	1,357	2,577

<sup>1</sup> Statistical First Release: Pupils educated other than at School, 2017/18

5.2 Table 2 highlights the national data over a 6 year period. With the exception of a decrease between 2015/16 and 2016/17 there have been annual increases in the numbers of learners accessing EOTAS as their main education since 2012/13. The same trend is evident with RCT data sets. Rhondda Cynon Taf is currently ranked 17<sup>th</sup> in Wales in terms of rate per 1,000 pupils (Table 2). The

rate of learners per 1,000 accessing EOTAS as their main education provision in Rhondda Cynon Taf was above the all Wales average in 2017/18.

**Table 2: Number of pupils whose main education is other than at school, by local authority**

	Number						Rate (a)					
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Isle of Anglesey	40	23	23	20	40	29	4.2	2.4	2.4	2.1	4.1	3.0
Gwynedd	47	31	29	69	38	33	2.7	1.8	1.7	4.0	2.2	1.9
Conwy	60	75	70	55	63	64	3.7	4.7	4.4	3.4	4.0	4.0
Denbighshire	68	66	45	62	75	98	4.3	4.2	2.8	3.9	4.8	6.2
Flintshire	111	137	145	119	95	111	4.7	5.7	6.1	5.0	4.0	4.7
Wrexham	62	59	47	41	36	56	3.2	3.0	2.4	2.1	1.8	2.9
Powys	50	59	58	59	52	62	2.6	3.2	3.2	3.3	2.9	3.6
Ceredigion	20	16	15	31	15	*	2.1	1.7	1.6	3.2	1.6	*
Pembrokeshire	10	8.0	10	18	30	33	0.6	0.4	0.6	1.0	1.7	1.9
Carmarthenshire	23	30	50	72	59	68	0.8	1.1	1.8	2.6	2.2	2.5
Swansea	138	128	178	168	140	169	3.9	3.6	5	4.7	3.9	4.7
Neath Port Talbot	63	92	80	76	56	42	3.1	4.4	3.9	3.6	2.7	2
Bridgend	34	29	39	45	30	51	1.5	1.3	1.7	2.0	1.3	2.2
The Vale of Glamorgan	93	96	80	108	103	116	4.2	4.4	3.6	4.8	4.6	5.1
Rhondda Cynon Taf	84	87	102	160	149	176	2.1	2.2	2.6	4.1	3.8	4.5
Merthyr Tydfil	6.0	0.0	*	40	29	48	0.7	0.0	*	4.6	3.3	5.4
Caerphilly	45	16	142	70	30	59	1.6	0.6	4.9	2.4	1.1	2.1
Blaenau Gwent	13	43	33	43	57	*	1.3	4.5	3.5	4.6	6.1	*
Torfaen	19	20	26	24	14	40	1.2	1.3	1.7	1.6	0.9	2.7
Monmouthshire	5.0	6.0	*	12	12	22	0.4	0.5	*	1.0	1.0	1.9
Newport	78	67	68	87	96	88	3.2	2.7	2.7	3.4	3.8	3.4
Cardiff	151	137	139	133	183	227	2.9	2.6	2.6	2.5	3.4	4.1
Wales	1,220	1,225	1,387	1,512	1,402	1,609	2.6	2.6	3.0	3.2	3.0	3.4

## 6. SPECIAL EDUCATIONAL NEEDS

6.1 National data highlighted in Table 3 suggests that in 2017/18 a total of 33.9% of learners accessing EOTAS provision across Wales had statements of SEN. A further 45.3% were at School Action Plus on the Special Educational Needs (SEN) Code of Practice for Wales.

**Table 3: Pupils whose main education is other than at school, by Special Educational Need (SEN)**

SEN provision	Percentage of pupils (a)					
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Statement of SEN	36.3	34.6	33.5	31.2	33.4	33.9
School Action Plus	45.3	48.5	46.5	46.6	49.5	45.3
School Action	3	3.3	6.3	8.1	5.6	7.6
No SEN	15.4	13.6	13.8	14	11.5	13.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

6.2 Table 4 details the number of statutory school age children accessing EOTAS provision in Rhondda Cynon Taf in January 2018. Locally, a total of 26.4% of learners accessing EOTAS provision had statements of SEN and 60.7% were at school action plus. This highlights that children do not require a statement of SEN to access PRU provision within Rhondda Cynon Taf. Schools do however, in the main, have to evidence that they have adopted a robust graduated response at school action plus level prior to requesting EOTAS provision and this is reflected in the relatively low rates of learners (5.5%) with no SEN accessing EOTAS provision locally. In January 2018, a total of 9.8% of all

learners accessing EOTAS provision in RCT were looked after. Whilst this cohort may not have special educational needs, very many of these learners will have experienced adverse childhood experiences (ACEs) prior to becoming looked after. The impact of ACEs on learner outcomes is well documented and this too has to be taken into consideration when scrutinising the data.

**Table 4: SEN of statutory age children accessing EOTAS provision in January 2018**

SEN Provision	Number/Percentage			
	Primary PRU Tai Education Centre	Secondary PRU Ty Gwyn Education Centre	Individual/Group Tuition	All EOTAS
Statement	18 (38.3%)	12 (18.2%)	13 (26%)	43 (26.4%)
School Action Plus	27 (57.4%)	49 (74.2%)	23 (46%)	99 (60.7%)
School Action	2 (4.3%)	5 (7.6%)	5 (10%)	12 (7.4%)
No SEN	0	0	9 (18%)	9 (5.5%)
<b>Total</b>	<b>47</b>	<b>66</b>	<b>50</b>	<b>163</b>

## 7. FREE SCHOOL MEAL ENTITLEMENT

Table 5 illustrates the high numbers of learners accessing EOTAS provision across Wales who are entitled to free school meals. Nationally, in 2017/18, this equated to 39.3% of all pupils accessing EOTAS provision. Locally within Rhondda Cynon Taf, 51.2% of the population accessing EOTAS provision were entitled to free school meals. The correlation between socio-economic factors and outcomes should therefore be taken into consideration when evaluating the data.

**Table 5: Pupils whose main education is other than at school, by free school meal (FSM) entitlement**

FSM Entitlement	Number of Pupils						Percentage of pupils (a)					
	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Entitled to FSM	379	407	484	629	462	632	31.1	33.2	34.9	41.6	33.0	39.3
Not Entitled to FSM	841	818	903	883	940	977	68.9	66.8	65.1	58.4	67	60.7
<b>Total</b>	<b>1,220</b>	<b>1,225</b>	<b>1,387</b>	<b>1,512</b>	<b>1,402</b>	<b>1,609</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

## 8. KEY STAGE 2 OUTCOME DATA

Table 6 sets out the achievements of 11 year olds for a number of the mandatory areas of learning based on teacher assessments. The Core Subject Indicator represents the percentage of pupils achieving Level 4 or above in English or Welsh (first language), mathematics and science in combination. In view of the complex range of needs displayed by learners attending the PRU, outcome data is also provided for the number of learners achieving Levels 1-5 at the end of Key Stage 2 so that further interrogation of trend data over time can take place.

**Table 6: End of Key Stage 2 Outcome Data – Tai Education Centre**

Performance Measures	2013/14	2014/15	2015/16	2016/17	2017/18
English (Level 1 %)	0	0	0	0	11.1
English (Level 2 %)	50	40	66.7	20	11.1
English (Level 3 %)	25	20	11.1	80	55.6
English (Level 4 %)	25	20	22.2	0	22.2
English (Level 5 %)	0	20	0	0	0
Maths (Level 1 %)	0	0	0	20	11.1
Maths (Level 2 %)	37.5	60	33.3	20	11.1
Maths (Level 3 %)	50	20	55.6	60	33.3
Maths (Level 4%)	12.5	20	11.1	0	44.4
Maths (Level 5 %)	0	0	0	0	0
Science (Level 1 %)	12.5	20	0	40	11.1
Science (Level 2 %)	37.5	40	66.7	20	33.3
Science (Level 3 %)	37.5	0	33.3	40	55.6
Science (Level 4 %)	12.5	40	0	0	0
Science (Level 5 %)	0	0	0	0	0
CSI %	12.5	20	0	0	0

No learners attending the Tai Education Centre in 2018 achieved Core Subject Indicators. In 2017/18, outcomes were strongest in English with 77.8% achieving Level 3 & 4, 77.7% achieving Level 3 & 4 in Mathematics and 55.5% achieving Level 3 in Science. Data suggests variable rates of progress over time which is perhaps indicative of the fluctuating range of SEN for the different cohorts of learners.

## 9. **KEY STAGE 3 OUTCOME DATA**

- 9.1 Table 7a sets out the achievements of 14 year olds for mandatory areas of learning based on teacher assessments. The Core Subject Indicator represents the percentage of pupils achieving level 5 or above including English or Welsh (first language, mathematics and science in combination. No pupils attending the secondary PRU achieved the Core Subject Indicator, 16.6% of learners receiving individual tuition achieved expected outcomes, (1 in 6 learners) and 100% of learners attending group tuition (3 in 3 learners) achieved expected outcomes at the end of Key Stage 3, demonstrating a significant improvement in the number of pupils achieving expected outcomes in the latter two cohorts of pupils from 5.3% in 2016/17 to 22.2% in 2017/18.

**Table 7a: Key Stage 3 Outcome Data for Ty Gwyn/Group and Individual Tuition**

Performance Measures	2014/15	2015/16	2016/17	2017/18
Ty Gwyn % Achieving CSI	0	0	0	0
Group Tuition % Achieving CSI	No data available	0	0	100
Individual Tuition % Achieving CSI	No data available	0	14.3	16.6
Overall CSI achieved	0	0	5.3	22.2

9.2 Data in Table 7b clearly illustrates that 77.7% of learners achieved Level 4 & 5 in English at the end of Key Stage 3 with 44.4% achieving Level 4 & 5 in Mathematics. Despite a dip in performance in English and Mathematics compared to 2016/17 overall trend data demonstrates an improvement in outcomes since 2014/15 in these subject areas. 66.6% achieved Level 4 in Science which is an improvement of 6.6% compared to 2016/17. However trend data indicates that Science outcomes have been more variable. Data suggests that learners are achieving positive outcomes but there is a need for continued focus on improving the numbers of learners achieving expected outcomes at the end of Key Stage 3.

**Table 7b: Key Stage 3 Outcome Data for Ty Gwyn/Group and Individual Tuition**

Performance Measures	2014/15	2015/16	2016/17	2017/18
English (Level 1 %)	0	0	0	0
English (Level 2 %)	20	15.8	0	0
English (Level 3 %)	20	26.3	10	22.2
English (Level 4 %)	60	52.6	70	66.6
English (Level 5 %)	0	5.3	20	11.1
Maths (Level 1%)	0	0	0	11.1
Maths (Level 2%)	20	15.8	0	11.1
Maths (Level 3%)	60	42.1	50	33.3
Maths (Level 4%)	20	36.8	50	44.4
Maths (Level 5%)	0	5.3	0	0
Science (Level 1%)	0	0	0	0
Science (Level 2%)	0	5.3	0	0
Science (Level 3%)	0	21.1	40	33.3
Science (Level 4%)	100	63.2	60	66.6
Science (Level 5%)	0	10.5	0	0

## 10. KEY STAGE 4 OUTCOME DATA

10.1 In 2017 there were significant changes in Key Stage 4 specifications and qualifications in Wales:

- The introduction of new GCSE's for English Language, Welsh (first) Language, GCSE Mathematics and a new examination GCSE Mathematics – Numeracy;

- The new GCSEs are now linear with assessment undertaken through examination at the end of the course. Previous GCSEs were available in a modular option, which included a controlled assessment unit for the language qualifications and examinations which could be taken in stages over a two year period;
- The main changes to the key performance measures are summarised as follows:
  - A maximum of two vocational qualifications will count towards the Level 1, Level 2 and Level 2 inclusive. In 2016, five vocational qualifications could have counted for the Level 1 and Level 2 thresholds and three for the Level 2 inclusive;
  - Only the new GCSE's for English Language, Welsh (first) Language, and one of GCSE Mathematics or GCSE Mathematics – Numeracy will count towards the literacy and maths elements of the Level 2 inclusive performance measure. English Literature no longer is counted towards the literacy and maths elements;

10.2 The table below sets out the Key Stage 4 data for 2018 and the trend data for the last 4 years. Threshold data is defined as follows:

**Level 1 threshold** - 5A\*-G at GCSE or equivalent

**Level 2 threshold** - 5A\*-C at GCSE or equivalent – minimum of three GCSEs

**Level 2+ threshold** – 5A\*-C at GCSE or equivalent (including English/Welsh and mathematics)

**Table 8: Key Stage 4 Outcome Data for Ty Gwyn/ Group and Individual Tuition**

Performance Measure	2014/15	2015/16	2016/17	2017/18
Ty Gwyn (Level 1 Threshold %)	9.1	69	44	68
Ty Gwyn (Level 2 Threshold %)	0	37.9	0	4
Ty Gwyn (Level 2+ Threshold %)	0	0	0	0
Individual (Level 1 Threshold %)	Not Available	80	88.9	76.9
Individual (Level 2 Threshold %)	Not Available	45	44.4	0
Individual (Level 2+ Threshold %)	Not Available	0	33.3	0
Group (Level 1 Threshold %)	Not Available	100	100	100
Group (Level 2 Threshold %)	Not Available	0	25	0
Group (Level 2+ Threshold %)	Not Available	0	0	0

10.3 Data clearly illustrates a fluctuating trend within Level 1 with sustained outcomes in group tuition, an improvement in Ty Gwyn Education Centre and a dip in individual tuition outcomes. Level 2 and 2+ threshold data shows poor performance in all areas which is a concern and will be an area for development. However all data needs to take into account the multiple barriers to learning that very many of the young people accessing EOTAS provision face and the progress made in recent years.

## 11. ATTENDANCE DATA

- 11.1 Table 9 highlights the attendance rates achieved for pupils accessing EOTAS provision. There has been a slight increase in attendance in both primary and secondary PRU settings. Attendance rates on individual tuition has been sustained during over the last 3 years. A significant decrease is evident in attendance rates for learners accessing group tuition, It should however be noted that very many of the learners accessing tuition have significant mental health needs, including high levels of anxiety relating to school attendance, participation in learning and/or social interaction. Despite this there is clearly scope for further improvement.

**Table 9: Primary and secondary school attendance for EOTAS**

School	Total percentage of attendance 2015/16	Total percentage of attendance 2016/17	Total percentage of attendance 2017/18
Tai Education Centre	93	90	90.69
Ty Gwyn Education Centre	81.1	78.1	79.14
Group tuition	72.1	82.6	73.12
Individual tuition	63.6	63.9	62.58

- 11.2 Table 10 provides exclusion rates for the academic year 2017/18 for learners accessing EOTAS provision. The rate of excluded learners per 1000 pupils has increased significantly in Tai Centre setting with fixed term rates of 62.50 per 1000 learners achieved in 2016/17 and 297.87 per 1000 learners in 2017/18. This represents a significant increase and is an area that needs to be further improved. A slight improvement is evident in Ty Gwyn Education Centre with a reduction of 2.23% in the number of incidents per 1000 learners. Exclusion data of this nature should however be interpreted with some degree of caution given the very small numbers of learners which can impact on the reliability of data when considering rates per 1000.

**Table 10: The percentage of EOTAS pupils being excluded per 1000 pupils**

School	2015/16 Incidents per 1000	2016/17 Incidents per 1000	2017/18 Incidents per 1000	Difference in incidents per 1000
Ty Gwyn Education Centre	970.59	1859.65	1818.18	41.47 decrease
Tai Education Centre	400	62.50	297.87	235.37 increase

- 11.3 Table 11 details exclusion data for pupils attending PRUs according to the number of incidents, days lost and number of pupils excluded. Whilst there has been a slight reduction in the duration of fixed term exclusions in Ty Gwyn Education Centre there has been an increase in the number of incidents and

the number of days lost remains high. There has been an increase in all measures in relation to exclusion rates in the primary PRU setting. This data has to be viewed within the context of learners with increasingly complex needs being placed in PRU provisions and the commitment to retaining learners with very high end needs within County where at all possible.

**Table 11: The incidents and days lost due to fixed term exclusions for pupils attending PRUs in 2017/18**

Ty Gwyn Education Centre	Incidents of fixed term	Number of days lost	Number of pupils excluded	Average Duration of exclusion
2014/15	31	97.00	19	3.13
2015/16	66	202.0	42	3.06
2016/17	106	187.5	37	1.77
2017/18	120	211	41	1.76

Tai Education Centre	Incidents of fixed term	Number of days lost	Number of pupils excluded	Average Duration of exclusion
2014/15	7	16.5	7	2.36
2015/16	10	16.5	9	1.65
2016/17	3	6	2	2.00
2017/18	14	30	10	2.14

## 12. CONCLUSION

- 12.1 Primary EOTAS provision in Rhondda Cynon Taf continues to deliver positive outcomes and Tai Education Centre is generally regarded as an effective education setting that meets the needs of learners with increasingly complex social, emotional, behavioural and learning needs. However as the data suggests outcomes for learners can fluctuate depending on the complex nature of learners needs.
- 12.2 Secondary EOTAS provision within Rhondda Cynon Taf consists of a PRU, individual and group tuition. These provisions have all undergone some transformational changes over the last 5 years which has resulted in improved outcomes. It is recognised that a stronger focus is required to improve outcomes for pupils in both Key Stage 3 & 4. In recognition of the above, and to ensure that secondary EOTAS provision is able to meet the ever increasing complex needs of its learners in terms of both the curriculum offer and in its ability to meet the severe and complex social, emotional and behavioural difficulties, a revised structure has been implemented at Ty Gwyn with effect from 1<sup>st</sup> January 2019. This revised structure aims to offer equality of opportunity for all learners by providing a more balanced curriculum with a broader offer of vocational courses for learners both on and off site, an

enhanced focus upon targeted interventions for improving the wellbeing and developing the basic skills of learners and the capacity to work more collaboratively with families and other partner agencies. The effectiveness of the new structure will be monitored closely by the Local Authority and reviewed prior to the end of academic year 2019.

- 12.3 Exclusion and attendance rates are being closely monitored and support and challenge meetings are being held on a regular basis with Headteacher, School Improvement, Attendance and Wellbeing and Access & Inclusion Service to agree and implement improvement actions.
- 12.4 A high level of support is being provided to the Secondary PRU setting by the Educational Psychology Service to develop systematic approaches to addressing the wellbeing of pupils underpinned by the PERMA Wellbeing approach.
- 12.5 An enhanced level of support is currently being provided by the Central South Consortium via challenge advisers with expertise in PRU provision. Following the appointment of two new Heads of Centres, new management committees have been established to strengthen governance. Arrangements are currently being put in place to ensure that committee members are able to provide robust support and challenge to the EOTAS provisions in partnership the LA to ensure that progress continues to be made.