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# Education Other Than At School (EOTAS) Policy

Monmouthshire's Children, Learning, Skills and Economy  
Directorate

## **Education Other Than At School (EOTAS) Policy (July 2025)**

This policy sets out Monmouthshire Local Authority's approach and provision for EOTAS learners, including those attending the Pupil Referral Unit and those with healthcare needs.

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This document is available in English and Welsh.

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## Introduction

Monmouthshire local authority (LA) is committed to ensuring that all learners have equality of opportunity and recognises the right of all children and young people, to receive high quality education, no matter where that education may be delivered. (United Nations Convention on the Rights of the Child, 1989; Article 28)<sup>1</sup>.

Education otherwise than at school (EOTAS) refers to education provision to meet specific needs of pupils who, for whatever reason, cannot attend a mainstream or special school<sup>2</sup>. For some learners and for a range of reasons, education at a mainstream school may not be appropriate. Therefore, section 19(1) of the Education Act (the 1996 Act)<sup>3</sup> gives local authorities the power to make: arrangements for the provision of suitable education at school or otherwise than at school (EOTAS) 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.

In Monmouthshire pupils receiving EOTAS provision will be dual registered, wherever possible, to enable ongoing collaborative working with mainstream schools. EOTAS medical provision will only be implemented when a child is on a school roll. This is because as a Local Authority, we have an aspiration that EOTAS learners, following a period of intervention, will be able to re-join mainstream education and benefit from the social and academic opportunities.

In Monmouthshire the Pupil Referral Service (PRS) has responsibility for providing EOTAS provision in the Pupil Referral Unit (PRU) and for children and young people who are not able to attend school because of illness, injury or social, emotional and mental health reasons.

In Monmouthshire the 'Head of PRS' refers to the role of 'Teacher-in-Charge' as reflected in the regulations where the 'Teacher in Charge' is responsible for the internal organisation, management and control of the PRU, and for advising on and implementing the strategic plan (Guidance PRU Management Committees Regulations, 2014<sup>4</sup>).

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<sup>1</sup> [UN Convention on Rights of a Child \(UNCRC\) - UNICEF UK](#)

<sup>2</sup> [Belonging, engaging and participating: Guidance on improving learner engagement and attendance \(Welsh Gov, 2023\)](#)

<sup>3</sup> [Education Act 1996 \(legislation.gov.uk\)](#)

<sup>4</sup> [Guidance for PRU Management Committees, Regulations \(Welsh Gov, 2014\)](#)

**This policy is guided by our commitment to:**

- a. **Participation:** Monmouthshire LA will take a person-centred approach to planning learning pathways for individual learners and actively seek and include pupil and parent/carer views and involvement in this process.
- b. **Well-being:** Monmouthshire LA will prioritise the social, emotional, mental health and well-being needs of learners receiving EOTAS.
- c. **Collaboration:** Monmouthshire PRS will take a multiagency approach to provide a person-centred collaboration between learners, parents/carers, schools and external agencies supporting the child.
- d. **Flexibility:** Monmouthshire PRS will provide flexible learning opportunities that allow EOTAS learners to benefit from a wider range of learning experiences.
- e. **Progression:** Monmouthshire PRS will support learners to make progress through their learning pathways and, where appropriate, support their transition back into mainstream education or into further education, training or employment

## Definition and Scope

This policy outlines the pathways, provision and support for learners receiving EOTAS in Monmouthshire, ensuring they receive a suitable, high-quality, education that meets their individual needs.

This policy applies to all learners attending Monmouthshire schools, receiving EOTAS, including those in pupil referral units (PRUs).

This policy is not relevant to children who are electively home educated (EHE) as defined in the Elective Home Education Guidance<sup>5</sup>. In section 1.9 home education is a term used to describe when parent/carers educate their children at home instead of sending them to school. The guidance states that LAs can assess suitability of home education, however the responsibility for delivering it remains solely with the parent/carer.

## Pupil Voice and Participation

Participation means listening to children and young people and taking their views into account. Participation should be understood as a process, which is safe, enabling and inclusive, and which supports dialogue between children, young people, their families and professionals.

Learners receiving EOTAS provision will be encouraged to participate in all the decision-making processes that shape their education through a person-centred approach. This will include contributing to:

- The setting of learning targets/actions and contributing to One Page Profiles, Individual Development Plans (IDPs) and Pastoral Support Plans (PSPs) (with parent/carer consent).
- Decisions about future pathways including choices of courses, vocational options, and transitions.
- The assessment of their needs, the ongoing and annual reviews of progress, transition processes and plans for their future education or employment.

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<sup>5</sup> [Elective home education guidance, 2025 Welsh Government](#)

## Parent/carers Partnership

- The LA is committed to working in partnership with parents/carers and recognises that the role of parents/carers is crucial in ensuring that EOTAS learners make suitable and sufficient progress.
- The LA recognises that mainstream schools allow most children and young people a breadth of learning and wider experiences and therefore will always work with families to support children to access suitable, longer-term educational provision.
- The LA will work collaboratively with parents and carers to support positive attendance and engagement in EOTAS provisions so that learners can achieve their agreed targets and outcomes.
- All referrals and PSPs (Pastoral Support Plans) must be agreed by parents/carers.

## The Legal Framework

Section 19 (2) of the Education Act 1996<sup>6</sup> states that any school established which is specially organised to provide education for children who for reasons of exclusion or illness may not receive education and is not a county school or a special school, shall be known as a Pupil Referral Unit (PRU). PRUs are legally both a type of school and EOTAS. They can provide short or medium-term placements with learners reintegrating to a primary, secondary or special school, or to prepare learners for further education, training or employment.

Under the Education Act 1996, local authorities have functions in relation to the provision of EOTAS services. They have a duty to make arrangements for the provision of suitable education for children of compulsory school age who, for whatever reason, may not receive suitable education in the absence of such arrangements. 'Suitable education' means an efficient education suitable to the child's age, ability and aptitude and to any additional learning needs (ALN) the child may have. They also have a power to do the same in relation to young people. The child or young person may be ill or injured or have been excluded (ALN Code<sup>7</sup>, section 18.9).

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<sup>6</sup> [Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56/section/19)

<sup>7</sup> [The Additional Learning Needs Code \(Welsh Gov, 2021\)](#)

Welsh Government's guidance document 'Belonging, Engaging and Participating'<sup>8</sup> is aimed at maintained schools, PRUs, EOTAS settings, parents/carers and local authorities. It is a practical document for leaders, teachers and other practitioners which sets out the approaches and resources that can be used by schools, PRUs and EOTAS settings to help ensure high levels of learner engagement and attendance.

The requirements of the Curriculum and Assessment (Wales) Act 2021<sup>9</sup> set out the steps the LA, PRU Management Committee and Head of PRS, need to take to design a curriculum for the PRU that meets the following requirements, namely that it:

- Secures curriculum provision that enables learners to develop in the ways described in the four purposes; that is broad and balanced, suitable for the learners' ages, abilities and aptitudes, and offers appropriate progression.
- Secures, for the individual learner, learning that develops the cross-curricular skills, encompasses developmentally-appropriate Relationships and Sexuality Education (RSE), and encompasses the Health and Well-being Area of Learning and Experience (AoLE).
- Ensures that curriculum provision, if it is reasonably possible and appropriate to do so, includes teaching and learning in the other AoLEs and in the other mandatory elements (Welsh, English, and Religion, Values and Ethics).

The Additional Learning Needs (ALN) Code for Wales (2021)<sup>10</sup> provides statutory guidance on how to support children and young people with additional learning needs, including those receiving EOTAS. Section 53 of the Additional Learning Needs and Education Tribunal (Wales) (ALNET) Act 2018<sup>11</sup>, states that:

*(1) A local authority may arrange for the additional learning provision described in an individual development plan it maintains for a child, or any part of that additional learning provision, to be made otherwise than in a school.*

*(2) But a local authority may only do so if it is satisfied that it would be inappropriate for the additional learning provision to be made in a school.*

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<sup>8</sup> [Belonging, engaging and participating \(Welsh Gov, 2023\)](#)

<sup>9</sup> [Curriculum and Assessment \(Wales\) Act 2021](#)

<sup>10</sup> [The Additional Learning Needs Code \(Welsh Gov, 2021\)](#)

<sup>11</sup> [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#)



## Registration

Pupils who receive their education other than at school can be single registered with the EOTAS provider and not registered at any school, or dual registered with both the EOTAS provider and the school. Where pupils are dual registered, one of the providers will register the pupil as dual-main registration and the other will register the pupil as dual-subsidary. Dual-main is the provision at which a pupil spends the majority of their time.

- In Monmouthshire learners will remain on the school roll, unless there are exceptional circumstances, for example a pupil has received two permanent exclusions or multiple special school placements have been unsuccessful.
- EOTAS Medical pupils will be dual registered and PRS will be regarded as the main provision and the school will be registered as subsidiary provision.
- Pupils who have been permanently excluded will be single registered to Monmouthshire PRS.
- Pupils who have not been permanently excluded or are accessing bespoke provision from the PRS, will be dual registered unless it is decided by Monmouthshire's Inclusion Panel that it is not in the learner's best interest to remain on the school roll.
- For children or young people who are on a school roll but accessing EOTAS provision, the registration certificates should correlate, showing the same rates of attendance. EOTAS providers would mark the register and record attendance using / or other codes as appropriate in line with the offer for the individual pupil and then the school would code the pupil using D code (attending other establishment.) Further information on recording and analysing attendance in relation to EOTAS learners, can be found in Welsh Government's guidance documents 'School attendance code: guidance',<sup>12</sup> 'Belonging, Engaging and Participating'<sup>13</sup>, and Monmouthshire's Attendance Policy.

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<sup>12</sup> [School attendance codes: guidance | GOV.WALES](#)

<sup>13</sup> [Belonging, engaging and participating \(Welsh Gov, 2023\)](#)

## EOTAS Curriculum

As indicated in Estyn's June 2023<sup>14</sup> report, the Curriculum for Wales<sup>15</sup>, with its focus on the four purposes and pupil progression, offers increased curriculum flexibility allowing more pupils to benefit from a wider range of learning experiences. The curriculum for those accessing EOTAS must prioritise the mental, emotional, physical, and social well-being of learners, within a supportive environment.

Monmouthshire's PRS provides learners with a varied and appropriate curriculum, taking account of, and recognising, the diverse nature of needs that children and young people may have.

The LA is committed to supporting all PRS provisions to raise the attainments and achievement of all learners who are educated outside the mainstream setting. PRS self-evaluation and quality assurance processes and documents also provide information as to how providers are rigorously monitored by the LA.

## EOTAS Learners with Additional Learning Needs

Under the ALNET Act (2018)<sup>16</sup> a PRU is defined as a maintained school for the purposes of the ALN system. The Management Committee has responsibility for the functions placed on governing bodies of maintained schools under the ALN system. Therefore, if it comes to the attention of, or otherwise appears to, the Management Committee/Head of PRS, that a pupil (other than a Child Looked After) may have ALN, a decision has to be made as to whether the pupil has ALN. Details relating to the ALN assessment process and Individual Development Plans (IDPs) are included The ALN Code (2021)<sup>17</sup>.

If a child or young person already has an IDP prior to EOTAS being arranged, and if it is maintained by a school, the school's duty to maintain the IDP will cease if the child or young person ceases to be a registered pupil. In this case the LA, via its Inclusion Panel, has the duty to decide whether the child or young person has ALN, and if it decides that the child/ young person does have ALN, it will have the duty to prepare and maintain the IDP.

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<sup>14</sup> [Equity of curriculum experiences for pupils who are educated other than at school \(EOTAS\), Estyn, 2023.](#)

<sup>15</sup> [Curriculum for Wales - Hwb \(gov.wales\)](#)

<sup>16</sup> [Additional Learning Needs and Education Tribunal \(Wales\) Act, 2021 | GOV.WALES](#)

<sup>17</sup> [The Additional Learning Needs Code \(Welsh Gov, 2021\)](#)

However, if the child or young person immediately becomes a sole registered pupil at a PRU, then the Management Committee/ Head of PRS, will become responsible for maintaining the IDP.

A child or young person may remain registered as a pupil at their original school. Dual registered pupils (for example, receiving EOTAS Medical input and remaining on their school roll to access some curriculum) then the LA will become responsible for maintaining the IDP.

## Alternative Provision Commissioning Officer

To ensure that any EOTAS provision delivered by providers external to the PRS is of a high quality and appropriately monitored, Monmouthshire LA's Inclusion Service has a Commissioning Officer who has responsibility for:

- Securing alternative provision to meet individual learner needs.
- Collaborative monitoring attendance and progress for learners receiving bespoke EOTAS provision.
- Working with alternative providers to ensure a clear and consistent agreement around provision and practice for individual learners.
- Monitoring and checking key policy and practice of alternative providers, including health and safety practice, risk assessments and safeguarding processes and procedures.
- Supporting professional learning and training needs and embedding of a robust quality assurance system around any alternative providers used across Monmouthshire.

## Training and Development

- **Staff Training:** All staff involved in providing teaching / support to PRS learners will be provided with core induction training any additional training necessary to ensure they are equipped to meet learners' needs.

- **Professional Learning:** PRS staff will be provided with professional learning opportunities through the Professional Development and Review cycle, and Inclusion Services professional learning offer.

## Safeguarding

- PRS staff must complete appropriate child protection and other relevant safeguarding training.
- PRS staff will adhere to Monmouthshire's policy on lone working and teaching on-line.
- PRS staff, including agency staff, must follow national and local safeguarding processes if there are any safeguarding concerns. This could involve PRS staff completing Duty to Report (DTR) form. If a child or young person remains on a school roll and has dual registration, PRS staff will inform both the PRS Designated Safeguarding Lead and the Designated Safeguarding Lead in the school.
- The PRS has a Designated Safeguarding Lead and Deputy Safeguarding Leads.

## Governance and Accountability

The PRS Management Committee, with support from the LA, oversees PRS provision and ensure compliance with this policy.

## Monitoring, Evaluation and Review

This EOTAS Policy will be monitored and evaluated on an annual basis to ensure its effectiveness and to identify areas for improvement.

The LA 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 learners accessing LA led EOTAS provisions are maintained by PRS with oversight from the Head of PRS.

- Learners with LA Individual Development Plans (IDPs) will be monitored in line with ALNET Act and Code and through the Inclusion Panel monitoring processes.
- Learners receiving less than a full-time provision do so based on a Pastoral Support Plan (PSP). The LA supports schools and the PRS in the review and monitoring of these to ensure the needs of these pupils are met.
- The Head of PRS provides a Headteacher's report to the Management Committee three times a year as well as reporting annually to the Management Committee and the LA on the percentage of learners receiving accredited qualifications and on pupils' destinations post-16.
- Learners on EOTAS are included within the annual Welsh Government EOTAS return, within these protected characteristics are captured and reported upon.

## Monmouthshire's Pupil Referral Unit (PRU) Provision

PRUs are legally a type of school. Within Monmouthshire the PRUs sit within the broader portfolio of the Pupil Referral Service (PRS). PRUs fall within the scope of the Education (Pupil Registration) (Wales) Regulations 2010 which place a duty on the LA to keep accurate admission and attendance registers for pupils registered at the school. A Management Committee plays a crucial role in the governance and strategic direction of PRUs. The Management Committee's key functions include:

1. **Strategic Oversight:** They set the strategic framework for the PRU, including its aims and objectives
2. **Accountability:** They hold the PRU accountable for its performance and ensure it meets the needs of its learners
3. **Advisory Role:** They provide advice and support to the PRU, working closely with the LA and other stakeholders
4. **Governance:** They are responsible for the conduct of the PRU, ensuring it operates within the legal and regulatory framework

## PRU Provision

In Monmouthshire, PRU provision is provided in the north and the south of the county at the following locations,

- PRU North is in Abergavenny.
- PRU South is in Chepstow.

## Criteria and Referral Pathway

To access a place in the PRU, the LA requires one of the following criteria to be met:

- A learner is permanently excluded from school.
- A learner is at risk of exclusion or requires support for re-integration to mainstream or alternative provision.

The Inclusion Panel Requests for EOTAS Form is included as Appendix 1 (or via link [Inclusion Panel Request for EOTAS](#)), this outlines all the evidence required to support an application. All applications for EOTAS provision will be considered by the Inclusion Panel. The outcome of Panel will be communicated to schools, within seven days of Panel taking place. Panel will indicate whether PRS or school communicates the outcome to parents /carers.

- Learners who attend a Monmouthshire school but who live in another county in Wales or England, and who require consideration for EOTAS, will need to be referred to their home LA for EOTAS provision.
- Learners who live in Monmouthshire, but who attend a school in another county in Wales or in England and who wish to be considered for EOTAS provision, should be referred to Monmouthshire's Inclusion Panel using the Requests for EOTAS Form (Appendix 1).

## Curriculum Offer and Delivery

The PRU 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. Developing the social and emotional well-being of learners in PRU provision is critical; there is a strong emphasis on developing and creating supportive, inclusive environments that foster resilience, self-esteem, and positive relationships.

The curriculum is constantly monitored, especially when alternative pathways 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. There are also close links to Careers Wales to ensure aspirations for post-16 education can be supported, which reduces the risk of learners becoming NEET (not in education employment or training).

The delivery of the PRU curriculum is adapted to individual need and may include:

- Direct teaching
- 'E-learning' provision using ICT and web-based resources
- Vocational / work-related education
- Alternative Education / training providers

## Assessment Arrangements

PRUs are required to put in place assessment arrangements that:

- Consider the individual starting points of learners as they enter the PRU
- Assess the progress made by learners in relation to the curriculum that has been devised for them

Consider the next steps in the learners' progression and the teaching and learning needed to make that progression. Curriculum and assessment arrangements must be kept under review. In the PRU, assessment arrangements include a protocol for induction which includes assessing learners' starting points, and regular review of key documentation such as One Page Profiles, Pastoral Support Plans and Individual Development Plans.

## EOTAS Provision for Learners with Healthcare Needs

Children or young people who are unable to access full time school provision and are out of school due to medical reasons, including social emotional mental health and wellbeing needs that impact on their ability to attend school and long-term illness, may be referred for EOTAS Medical provision due to their healthcare needs.

Monmouthshire LA follows Welsh Government guidance 'Supporting learners with healthcare needs'<sup>18</sup> in relation to provision of support available to learners of compulsory

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<sup>18</sup> [Supporting Learners with Healthcare Needs \(Welsh Gov, 2017\)](#)

school age who, due to their healthcare needs, may not for any period attend a mainstream education setting. Local authorities have a duty (sections 19(1) and 19(4) of the Education Act 1996) to make arrangements for the provision of suitable education for all children and young people of compulsory school age. The support learners receive during an episode of illness could be in hospital, an external venue or at home.

Welsh Government guidance indicates that learners who are unable to attend their education setting because of their healthcare needs should have their educational needs identified and receive educational support quickly so they continue to be provided with a suitable education. This means education suitable to the age, ability, aptitude of the learner and any additional learning needs they may have. The nature of the provision should be responsive, reflecting the needs of what may be a changing health status. Duties under the ALNET Act 2018<sup>19</sup> apply equally in respect of a child or young person with ALN who has healthcare needs, including if they experience an interruption to their education as a result, for example because of admission to hospital for a sustained period. This includes compulsory admission to hospital under Part 2 of the Mental Health Act 1983<sup>20</sup>. Depending on the circumstance the LA or school may need to consider reviewing the child or young person's IDP.

Learners with healthcare needs may also require support from other LA teams, which could include, Educational Psychologists and Educational Welfare Officers.

## Provision in Monmouthshire for Learners with Healthcare Needs

Many learners will have a short-term healthcare need at some point, however, with appropriate support they should be able to regularly attend and take part in most activities. However, some learners may have significant or long-term healthcare needs affecting their cognitive or physical abilities, their behaviour or their emotional state, which may require additional support.

### Short term absences

Welsh Government guidance indicates that for learners who are ill for very short periods of time (i.e. for less than 15 days) their education setting should be able to provide appropriate support. This could include work to be completed at home or via school-based virtual education platforms, if the learner's condition permits. Education settings should take into account the way in which the absence is likely to affect the learner on their return to

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<sup>19</sup> [Additional Learning Needs and Education Tribunal \(Wales\) Act | GOV.WALES](#)

<sup>20</sup> [Mental Health Act 2007 \(legislation.gov.uk\)](#)



education and support the learner to catch up on their return. However, the LA might still need to make arrangements if a shorter absence is anticipated, depending upon the circumstances, for example,

- a. **Medical Appointments:** Regular or frequent medical appointments that require the learner to miss school.
- b. **Recovery Periods:** Short-term recovery periods following surgery or medical treatments.
- c. **Infectious Diseases:** Situations where a learner needs to stay home to prevent the spread of infectious diseases or has a compromised immune system and needs to avoid infections.
- d. **Mental Health Needs:** Short-term absences due to mental health crises or the need for mental health support.
- e. **Family Emergencies:** Situations where a family emergency impacts the learner's ability to attend school temporarily.

## Longer term absences

Where it is clear that a learner is likely to be absent from school for a significant period (e.g. more than 15 school days) whether consecutive or cumulative over the course of an academic year, the LA should be ready to make arrangements for learners. In Monmouthshire, EOTAS provision for cumulative absences of more than 15 days, would begin to be considered if the absences are anticipated because of a health condition or treatment that regularly disrupts the learner's education, supported by evidence provided, as outlined below. For example, the learner is undergoing planned, regular treatment for a health condition, such as chemotherapy, post operative therapies etc.

## Criteria and Referral Pathway

To access EOTAS provision relating to healthcare/medical needs, the LA requires one of the following criteria to be met:

- a. Clinical evidence of any planned surgery and recovery periods and medical confirmation why a return to school isn't appropriate by the 16<sup>th</sup> day post-surgery

- b. Clinical evidence of a chronic illness, which has a significant and sustained impact on school attendance
- c. Written evidence from a Child and Adolescent Mental Health Services (CAMHS) specialist indicating that a learner is not able to attend school at all, due to their health or mental health needs
- d. A placement in hospital school due to planned surgery or mental health needs
- e. In exceptional circumstances, where a learner is on a waiting list for specialist CAMHS involvement, then written evidence from an Educational Psychologist indicating that a learner is not able to attend school at all at the current time, due to their social, emotional, mental health needs. This written evidence would need to be supported by additional written evidence from the school, which demonstrates school interventions /graduated response.

For children experiencing emotionally school avoidance (EBSA) resulting in prolonged absence from school, it is important to take time to complete assessments and carefully plan the return to school and associated support<sup>21</sup>. In Monmouthshire as part of the school-based interventions and graduated response, we would expect an EBSA Support Plan<sup>22</sup> to be developed with pupil and family and any reasonable adjustments to be made by school to support the pupil's return to school as soon as possible.

Where absences are anticipated or known in advance, close liaison between the school and LA should enable the EOTAS service to be provided from the start of absence. All Requests for EOTAS provision will be considered by Inclusion Panel. The outcome of Panel will be communicated to schools and parent/carers within seven working days of a Panel taking place.

- Learners who attend a Monmouthshire school but who live in another county in Wales or England, and who require consideration for EOTAS, will need to be referred to their home LA to request EOTAS provision.
- Learners who live in Monmouthshire, but who attend a school in another county in Wales or in England and who wish to be considered for EOTAS provision, should be referred to Monmouthshire's Inclusion Panel using the Requests for EOTAS Form (Appendix 1).

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<sup>21</sup> Page 42 in [Belonging, engaging and participating: Guidance on improving learner engagement and attendance](#) –

- Learners who are accepted for EOTAS Medical provision, will become dual registered with the Pupil Referral Service (PRS). Staff from the PRS will liaise with the learner's school to identify, develop and assist in the planning and delivery of education through the EOTAS service that meets the learner's current health needs.

In Monmouthshire it is our expectation that for learners to receive any EOTAS Medical provision that they are dual registered with the PRS and a school. The LA will work with parent/ carers to ensure ongoing collaborative working with the identified school. EOTAS provision is not intended to be a fixed or permanent provision, this should be made clear to the learner and their family at the point of referral. The aim of EOTAS Medical provision, in line with best practice and legal obligations, is to eventually reintegrate the learner back into the school environment so that they can access a full curriculum offer, wider school opportunities and community inclusion. The process of reintegration will be gradual, in line with the learner's individual needs and at a pace that is conducive to them.

EOTAS Medical provision is a collaboration between the PRS and the school. It is therefore a shared responsibility to regularly meet to review the needs of the learner and their provision. At the heart of the EOTAS provision is the Pastoral Support Plan (PSP) document and review process, often alongside this is also a learner behaviour Risk Assessment and risk management planning, both of which school would be expected to support. Generally, a PSP should be reviewed regularly, at least every half term. The responsibility for arranging the PSP review and communicating this to parents/carers and others, should be agreed when the PSP is written.

Ongoing support and collaboration from multi-agency colleagues into the PSP, and any other associated documents (such as a learner behaviour Risk Assessment or an Individual Healthcare Plan, if appropriate), will ensure that the reintegration into any school-based sessions will be well planned and in line with relevant professional input and advice.

If the learner has an Individual Development Plan (IDP) or their needs suggest that they have additional learning needs (ALN) and may require an IDP, this should become an LA IDP. If the learner has a School IDP, it must be referred to Inclusion Panel for agreement that the LA maintain the IDP at least while the learner is dual registered (a legal requirement of the ALN Code). Schools should complete the Request for the LA to Maintain IDP form (Appendix 2 or via link [Inclusion Panel Form B Request LA to Maintain IDP](#)). It is expected that school collaborate with the PRS to arrange and complete annual review meetings for the period of dual registration.

Monmouthshire's EOTAS Medical offer includes online learning that is rooted in the Health and Wellbeing AoLE, cross-curricular skills (Literacy, Numeracy, Digital Competency) and Relationships and Sexuality Education (RSE) and GCSE qualifications for KS4 learners, as well as access to small group learning and wellbeing sessions. Pupil Engagement Officers (PEO) linked to the PRS provide pastoral support and input leading to vocational qualifications which complement the formal curriculum offer. Further information on the curriculum for the PRS can be found on the website - [Monmouthshire Pupil Referral Service \(PRS\)](#).

## Appendix 1 - Inclusion Panel Requests for EOTAS Form

**Request EOTAS (education other than at school) for pupils who have been Permanently Excluded, for provision at a Pupil Referral Unit (PRU) and for EOTAS Medical provision.**

**Please complete this form in collaboration with the child/young person and their family.**

SECTION 1: PERSONAL INFORMATION		
Surname:	First name(s):	
Previous or Preferred Names:	Gender Identity:	Pronouns:
Date of Birth:	<b>Child Looked After:</b> No/ Yes*/ care experienced*/ other* *Include any further details i.e. social worker's name & contact details:	
Eligible Free School Meals (eFSM): Yes/ No	Language spoken at home:	
Parent/Carer name:	Home address:	
Contact number:	Email address:	
Additional Parent/Carer name:	Home address:	
Contact number:	Email address:	

SECTION 2: SCHOOL INFORMATION		
Current School:	Admission Date:	Year Group:
Previous School/s:	Details of move (if outside phase transition):	
Permanent Exclusion (PEx): Yes*/ No	*If Yes - Date PEx issued:	

<p><b>*If yes - Brief outline of reason for PEx:</b>  <i>(including whether one off/ cumulative incident/s. Further detailed information should be shared directly with the Vulnerable Learner Lead.)</i></p>			
Current Attendance (%)	Attendance last year (%)	Number of Fixed Term Exclusions (days & episodes)	
		This year:	Last academic year:
Name of Person Completing this form:		Role:	
Date completed:		Email:	
Unique Pupil Number (UPN):			
<b>LEARNING INFORMATION</b>			
<p><b>Detail any recent assessments and provide dates:</b>  <i>e.g. CATS, National Test Data, GL assessments, predicted grades, current levels/ predicted grades or attach most recent school report.</i></p>			
<b>BARRIERS TO LEARNING/ ADDITIONAL LEARNING NEEDS (ALN)</b>			
<p><b>Level of need: Universal Plus / Targeted / Individual Development Plan (IDP) or Statement or EHCP</b></p>			
<p><b>Outline all areas of need:</b>  <i>e.g. ALN, emotional and mental health / wellbeing needs, physical health challenges, adverse childhood experiences (ACEs), risk of child criminal or sexual exploitation etc.</i></p>			
<p><b>Details of the impact on the pupil's learning and wellbeing:</b>  <i>e.g. attendance in lessons, engagement and participation, self-esteem, confidence, behaviours of concern etc.</i></p>			
<p><b>Detail of school-based interventions, including their duration and impact.</b></p>			
<b>What support/ outcome are you hoping for from this referral to the Inclusion Panel?</b>			

Evidence:		
Please tick to confirm if the pupil has the following and if so they are attached:	Yes they have one	It is attached
• One Page Profile		
• Current SMART targets		
• Individual Development Plan (IDP)		
• Pastoral Support Plan (PSP)		
• Risk Assessment		
• Positive Handling Plan		
• Personal Education Plan (PEP) <i>if CLA</i>		

SECTION 3: AGENCY INVOLEMENT		
Current Social Services Involvement: *Yes/ No	If *yes, name of social worker:	
Previous Involvement: *Yes/ No	Contact details:	
*If yes, outline the reasons and status (i.e. CASP/ Child Protection):	Date of last involvement:	
Vulnerable Learner Lead: Yes/ No	Date of last involvement:	
Education Welfare Service (EWS): Yes/ No	If yes, name of EWO: Date of last involvement:	
Educational Psychologist (EP): Yes/ No	If yes, name of EP: Date of last involvement:	
Education Support Team (EST): Yes/ No	If yes, name of EST: Date of last involvement:	
Outline below any other agency involvement, current or previous including contact name/ details: <i>e.g. CAMHS, Inspire, Youth Offending Service, School Based Counselling, Drug &amp; alcohol Services etc.</i>		
Agency/ Service	Contact Name/ Details	Nature of Involvement

#### SECTION 4: PUPIL & PARENT/ CARER VIEWS

##### Pupil's Views:

##### Views of Parents/Carers:

#### PARENT/ CARER CONSENT

##### Privacy Notice

***The sharing of information between agencies is an important part of identifying the support your child may need, as it provides a full picture of your child's strengths and needs to ensure that we work in a person-centred way.***

The information that you provide will be used to consult with other agencies to make sure we have all the relevant information to make this plan a success. In fulfilling its data protection obligations, Monmouthshire County Council (MCC) will treat all personal data submitted by you, held manually and/or on a computer database with security, confidentiality, and care.

By giving your consent, information may be shared with other agencies that are directly involved in the provision of the education, health and welfare of your child.

This may also involve discussions within MCC's Inclusion Panel where decisions around educational placements or additional learning provision may be made. This includes officers employed by MCC including the Educational Psychology Service and members of the Inclusion Service, representatives from schools attending panel and external services including SNAP Cymru. Panel may need to share information with other professionals known to your child (e.g. Education Welfare Service, social services, Educational Psychology, health representatives, Education Support Team).

- *I agree to Inclusion Panel sharing information with relevant professionals within Monmouthshire County Council (MCC) with regards to their educational placement.*
- *I agree to Inclusion Panel seeking information from other professionals known to my child.*
- *I agree to Inclusion Panel securely storing & processing my child's personal data to complete work relating to my child.*
- *I am aware that I have the right of access to information MCC hold about my child and the right to complain if unhappy with the way the information is being processed. I can find further information at [www.monmouthshire.gov.uk/your-privacy](http://www.monmouthshire.gov.uk/your-privacy). If I need to make a complaint about the way the data has been processed, I can contact [dataprotection@monmouthshire.gov.uk](mailto:dataprotection@monmouthshire.gov.uk) or if not fully satisfied I can contact the Information Commissioner's Office online at [www.ico.org.uk/concerns](http://www.ico.org.uk/concerns) or via their helpline 0303 123 1113.*

**Please sign below if you consent to the above.**

<b>Parent/ Carer Signature:</b>	<b>Please print your name:</b>
<b>Relationship to child:</b>	<b>Date:</b>

**Thank you for completing this form. Please scan/ email to**

**[Pupilreferralservice@monmouthshire.gov.uk](mailto:Pupilreferralservice@monmouthshire.gov.uk) AND [ALN@monmouthshire.gov.uk](mailto:ALN@monmouthshire.gov.uk)**



## Appendix 2 - Inclusion Panel Form B: Request for LA to maintain an IDP

### FORM B: Request for LA to maintain an Individual Development Plan (IDP)

(Please refer to the Principles Document / ALN Code 12.43)

Pupil Details			
Name:		Date of Birth:	
School:		Year Group:	
IDP: (please specify) No / Yes, draft / Yes, final		Primary Need:	
Associated Needs:			
Funding 2024-25 (this will be considered alongside your finance evaluation form from 23-24)			
ONLY complete if the referral is for reasons 1,2 or 3.			
ALN Delegated Funding		5% AWPU	
ALN Total Spends			
Use of ALN Budget			
No IDPs January 2024		IDPs Leaving August 2024	
Other IDP leavers since Jan 2024		New IDPs since January 2024	
Reason for Referral from School	Evidence	Tick	
1 A school considers that a child has ALN that may call for ALP it would not be reasonable for the school to secure	<ul style="list-style-type: none"> <li>IDP (ALN identified, ALP suggested)</li> <li>Individual Provision Map - costed</li> <li>Appendix A-D complete (Duty to Decide or annual review)</li> <li>Professional advice around the ALP required (health, EPS, EST / OASIS...)</li> <li>Tribunal direction</li> </ul>		
2 A school considers that a child has ALN the extent or nature of which it cannot adequately determine	<ul style="list-style-type: none"> <li>IDP (in part)</li> <li>Appendix A-D complete (Duty to Decide or annual review)</li> <li>Recent relevant referrals to external professionals – outcomes / reports</li> <li>Evidence of PCP / MDT meetings</li> </ul>		
3 A school considers that a child has ALN for which it cannot adequately determine ALP.	<ul style="list-style-type: none"> <li>IDP (ALN identified, ALP likely incomplete)</li> <li>Appendix A-D complete (Duty to Decide or annual review)</li> <li>Evidence of PCP / MDT meetings</li> <li>Individual Provision Map with reviews demonstrating what has been tried and the outcomes</li> </ul>		
4	<ul style="list-style-type: none"> <li>IDP</li> </ul>		

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	A child with a school based IDP becomes looked after (CLA).	<ul style="list-style-type: none"> <li>Personal Education Plan (PEP) with associated documentation such as any risk assessment, PSP, PHP that exist.</li> </ul>	
5	A child has become dual roll with EOTAS or has a specialist placement.	<ul style="list-style-type: none"> <li>School maintained IDP</li> <li>Date of specialist placement or EOTAS registration</li> </ul>	
<b>Additional information Provided</b> (Please specify – i.e. Pastoral Support Plan (PSP), Risk Assessment, Positive Handling Plan (PHP), fixed term exclusions (FTEs), exam access arrangements, restrictive practice records, attendance records)			
<b>Any further specificity around the request</b> - Consider costs of ALP here or requested actions to be considered			
<b>Name of Person Completing this form:</b>			
<b>Role:</b>			
<b>Date completed:</b>			
<b>Email:</b>			

### Parent/ Carer Consent

#### Privacy Notice

**The sharing of information between agencies is an important part of identifying the support your child may need, as it provides a full picture of your child's strengths and needs to ensure that we work in a person-centred way.**

The information that you provide will be used to consult with other agencies to make sure we have all the relevant information to make this plan a success. In fulfilling its data protection obligations, Monmouthshire County Council (MCC) will treat all personal data submitted by you, held manually and/or on a computer database with security, confidentiality, and care.

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<b>Please sign below if you consent to the above.</b>	
<b>Parent/ Carer Signature:</b>	<b>Please print your name:</b>
<b>Relationship to child:</b>	<b>Date:</b>

Thank you for completing this form. Please scan/ email to [ALN@monmouthshire.gov.uk](mailto:ALN@monmouthshire.gov.uk)