**EOTAS Delivery Group – Pupil Registration**

Background

The EOTAS Task and Finish Group were established in September 2015 and was tasked with identifying creative, practical solutions for implementing the recommendations placed on the Welsh Government by the University of Edinburgh, the Children’s Commissioner for Wales and Estyn. The considerations of the Task and Finish Group culminated in the EOTAS Framework for Action which was consulted on in the Summer and published in December 2017. The Task and Finish Group has now been replaced by the EOTAS Delivery Group, chaired by Brett Pugh. The Framework contains 34 proposals set out on a phased ‘short, medium and long-term’ basis. These 34 proposals were focussed around 4 key provisions. <http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/education-otherwise-than-at-school-framework/?lang=en>

Pupil Registration

One of the key provisions was the introduction of a standardised registration policy. As part of taking this provision, the Pupil Wellbeing Branch commissioned an external analysis of current registration practices and the unintended consequences of adopting particular models. The EOTAS Delivery Group has considered the analysis and determined that the preferred approach is for the removal of the ability to dual-register or single-register in Pupil Referral Units (PRUs) and other EOTAS settings. This will result in all learners staying on the roll of a mainstream school, even if they attend full-time EOTAS provision.

Rationale

The main benefit of the approach highlighted by the analysis is that it closes loopholes that currently allow LA’s to ‘game’ the accountability system by changing the registration status of these vulnerable learners. The review of accountability being undertaken by Steve Vincent will place greater emphasis on ‘value-added’/progress of learners throughout their education rather than at the end-point of KS4 where the level 2 inclusive indicator leads to vulnerable and challenging learners being placed in inappropriate provision because they will impact on the school’s rating. The move towards a self-evaluation system will also put a greater emphasis on inclusion and is likely to drive the acceptance of the changes by mainstream Headteachers.

At present, PRUs and other EOTAS provision is not required to deliver the national curriculum as they do not have the ‘critical mass’ necessary to deliver all the required subjects. With the inherent flexibility of the new curriculum, the EOTAS Task and Finish group felt that it was appropriate for the curriculum to be applied. Some PRUs and other EOTAS settings may still not have the ‘critical mass’ necessary to deliver the curriculum and it will therefore be necessary for them to develop collaborative links with other EOTAS providers and, crucially, mainstream schools who have previously been reluctant to engage. With the planned changes to EOTAS learner registration, mainstream schools will have to maintain a vested interest in the outcomes for their learners and are therefore more likely to form ways of partnership working which will include PRUs and EOTAS provision as part of the ‘self-improving schools’ system. It is anticipated that this will not only lead to improved outcomes for EOTAS learners, but greater opportunities for continued professional development for EOTAS staff.

**SDF – ACTION** - to consider implications