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Llywodraeth Cymru
Welsh Government

Welsh Government
Consultation Document

Curriculum for Wales EOTAS guidance

Curriculum for Wales guidance for pupil referral units (PRUs) and other settings which provide education other than at school (EOTAS)

Date of issue: 1 February 2021

Action required: Responses by 29 March 2021

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Curriculum for Wales EOTAS guidance

Overview

The Curriculum for Wales Framework was published on 28 January 2020. Before its publication, the Framework was subject to broad and extensive consultation. Feedback received signalled what specific, additional guidance schools and settings would require in order to successfully design and realise their curriculum. Welsh Government committed to publishing:

- a framework for religion, values and ethics
- guidance for relationships and sexuality education
- guidance on careers and work-related experiences
- enabling steps to support practitioners working with learners at the beginning of the learning continuum
- a curriculum for funded non-maintained nursery settings to adopt
- guidance on developing a curriculum for pupil referral units and for those responsible for the provision of education other than at school
- guidance on British Sign Language.

This feedback phase welcomes your views on the additional Curriculum for Wales guidance that has been developed for EOTAS.

The guidance has been developed by practitioners through a process of co-construction with the support of experts, and should be used as a tool for curriculum planning, design and implementation. This feedback phase forms part of the co-construction process. It provides an opportunity for all practitioners and other stakeholders to input and help support the development of the guidance.

This feedback phase will end on 29 March 2021, after which all responses will be considered and analysed independently and by practitioner working groups, with support from experts in the area. The draft guidance will then be refined in response to feedback and will form part of an update to the Curriculum for Wales framework in autumn 2021.

Please note: the Curriculum and Assessment (Wales) Bill will provide the legislative framework for the Curriculum for Wales and is currently going through the Senedd scrutiny process. Respondents should note that amendments made to the Bill may also impact on the Curriculum for Wales guidance.

How to respond

Responses to this consultation should be e-mailed/posted to the address below to arrive by **29 March 2021** at the latest.

Further information and related documents

Large print, Braille and alternative language versions of this document are available on request.

The Curriculum for Wales framework guidance is available at:

<https://hwb.gov.wales/curriculum-for-wales>

An easy read version is available at

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-easy-read/>

A children, young people and families guide is available at

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-children-young-people-and-families/>

The consultation documents can be accessed from the Welsh Government's website at gov.wales/consultations

Contact details

For further information:

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Welsh Government
Cathays Park
Cardiff
CF10 3NQ
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General Data Protection Regulation (GDPR)

The Welsh Government will be data controller for any personal data you provide as part of your response to the consultation. Welsh Ministers have statutory powers they will rely on to process this personal data which will enable them to make informed decisions about how they exercise their public functions. Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about or planning future consultations. Where the Welsh Government undertakes further analysis of consultation responses then this work may be commissioned to be carried out by an accredited third party (e.g. a research organisation or a consultancy company). Any such work will only be undertaken under contract. Welsh Government's standard terms and conditions for such contracts set out strict requirements for the processing and safekeeping of personal data.

In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing.

You should also be aware of our responsibilities under Freedom of Information legislation

If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by Welsh Government will be kept for no more than three years.

Your rights

Under the data protection legislation, you have the right:

- to be informed of the personal data held about you and to access it
- to require us to rectify inaccuracies in that data
- to (in certain circumstances) object to or restrict processing
- for (in certain circumstances) your data to be 'erased'
- to (in certain circumstances) data portability
- to lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

For further details about the information the Welsh Government holds and its use, or if you want to exercise your rights under the GDPR, please see contact details below:

Data Protection Officer:
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

e-mail: Data.ProtectionOfficer@gov.wales

The contact details for the Information Commissioner's Office are:

Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Tel: 01625 545 745 or
0303 123 1113

Website: <https://ico.org.uk/>

Curriculum for Wales EOTAS guidance

Introduction

The following is the draft guidance on which we are inviting feedback. We intend to provide examples to show how the principles in this guidance could be addressed in different EOTAS settings.

Purpose

This Curriculum for Wales guidance is for individuals responsible for designing a curriculum for learners receiving education other than at school (EOTAS) including in pupil referral units (PRUs). It should be considered alongside the [Curriculum for Wales framework guidance](#).

It sets out aspects of EOTAS provision that are distinct from mainstream education and sets out considerations for addressing these aspects when planning, designing and implementing a curriculum.

What is EOTAS?

A mainstream school is a community, community special, voluntary controlled, voluntary aided or maintained nursery school. In contrast, EOTAS is not provided through these, it is education which is designed to meet the specific needs of learners who, for whatever reason, cannot attend a mainstream school. Given the wide range of learner needs, EOTAS is arranged in diverse ways and delivered in a variety of settings.

EOTAS is designed for short-term placements to support learners to return to mainstream education. It is not designed to provide long-term special education provision for those with additional learning needs (ALN).

EOTAS settings play a crucial role in affording some of the most vulnerable young people access to learning in a range of settings, including, but not limited to, PRUs, further education institutions, independent special schools and third-sector organisations. These options can also be combined with part-time education at a mainstream school as part of a package of measures designed to provide suitable education. As such, EOTAS often requires greater flexibility than mainstream education. While concerned with educational progress, EOTAS must also focus on helping learners to address and overcome barriers which are preventing them from accessing mainstream provision and from participating fully in education.

Pupil referral Units (PRUs)

A PRU is a school established by a local authority which is specially organised to provide EOTAS and is not a maintained mainstream or special school. It is the responsibility of the local authority to maintain PRUs and to ensure they are suitably resourced and organised to provide broad and balanced education.

More information about how PRUs are organised and managed is available in the [Handbook for Management Committees of Pupil Referral Units](#).

Current legislation

Currently PRUs should offer a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of learners in line with the expectations of society, and which prepares learners for the opportunities, responsibilities and experiences of adult life. Other EOTAS settings are required to provide a suitable education.

The Education Act 1996 places responsibility for arranging the provision of EOTAS on local authorities. The Curriculum and Assessment Bill (Wales) amends section 19 so that it applies only to England and inserts new section 19A into the 1996 Act for Wales only.

The 1996 Act does not give maintained schools the power to arrange or deliver EOTAS. However, under the provisions of the Education Act 2002, schools can provide education outside their setting. This means schools can, in some cases, fund and organise, or fund and deliver, provision such as home tuition. However, the legal duties around the curriculum that must be delivered by schools differ from those around the curriculum for EOTAS settings. This guidance is for EOTAS providers, which is provision, other than at school that is funded, organised and/or delivered by local authorities.

Curriculum and Assessment Bill (Wales)

The Curriculum and Assessment Bill (Bill) was introduced in the Senedd in 2020. To assist in the implementation of that Bill, we propose to issue a range of guidance to support practitioners. This will include a summary of the legislation that will underpin the curriculum that schools and settings will develop.

An early iteration of the [summary of proposed legislation](#) is available. It is not exhaustive and only highlights the key proposals at this stage. If the Bill is passed by the Senedd, the summary and the rest of the curriculum framework guidance will be revised to reflect any changes. We propose that all legislation relating to EOTAS and PRUs be presented as part of this guidance.

Curriculum design and assessment

The Curriculum for Wales framework guidance aims to help practitioners at schools, PRUs and other educational settings to plan, design and implement their own curriculum, one which enables their learners to realise the [four purposes](#). These are the starting point and aspiration for every child and young person in Wales, namely that they become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Curriculum and assessment are inextricably linked. The framework guidance [includes information](#) on the Curriculum for Wales approach to assessment and on how progression is supported by assessment. Assessment plays an important role in ensuring each individual learner is supported and challenged appropriately, with individual learner's strengths, achievements, areas for improvement and barriers to learning identified. It is an ongoing, day-to-day process which provides opportunities to identify and offer increased support. It also enables practitioners to respond to individual learner needs and support learner well-being in a timely manner.

Assessment for each learner assesses the:

- progress in relation to the curriculum which has been tailored to their individual needs
- next steps in their progression and the learning and teaching needed to make that progress.

In practical terms, all curriculum and assessment planning, design and implementation should place the individual learner at the centre of decisions to identify and meet their needs. This approach means that all EOTAS providers should aim to develop innovative, creative curriculum design that provides all learners with pathways which are secure, appropriate, coherent and aspirational.

Key principles

Learners who attend EOTAS settings face considerable barriers to learning. They attend these settings for diverse reasons and have often experienced challenges in their lives which are greater than those of their peers. EOTAS curriculum planning, design and implementation should, therefore, be underpinned by the following four principles:

- Nurturing the well-being of each learner
- Systematic collaboration between learner, parents/carers, school and EOTAS providers
- Access to an inclusive curriculum which focuses on the individual needs of each learner
- Support for the reintegration of learners receiving EOTAS into mainstream or specialist provision, and/or for enabling them to progress towards further education, training or the world of work.

Nurturing well-being

Learning should support learners' mental, emotional, physical and social well-being. Well-being is a critical enabler of learning – learners who are not content, safe and secure will not learn effectively.

Systematic collaboration

When planning, designing and implementing a curriculum for learners receiving EOTAS, collaboration between key stakeholders is essential. These include:

- learner and parents/carers
- PRU management committee and head teacher/ teacher in charge of the PRU
- local authority and its commissioned providers
- regional educational consortia.

It is often necessary also to collaborate with partner services, such as health and social care, youth offending, preventative and therapeutic services to ensure that a learner's individual needs are met.

Such collaboration leads to a common understanding between stakeholders of what is required to plan, design and implement the curriculum to reflect the needs of the individual learner. This includes the arrangements for matters such as designating roles and assigning responsibilities for the delivery of the curriculum, as well as for other important issues like the monitoring of the quality of provision.

Access to an inclusive curriculum

The Curriculum for Wales has been developed to be [accessible to all](#). The planning, design and implementation of a curriculum in PRUs and other EOTAS settings should be needs led and provide a clear progression pathway to support each individual learner to access a broad and balanced curriculum at all stages insofar as it is appropriate for the individual learner.

The duty to secure a curriculum for PRUs that meets the requirements outlined below is with the local authority, the management committee and the teacher in charge of the PRU. PRUs will be required to:

- provide learning
 - that enables learners to develop in relation to the [four purposes](#)
 - which is suitable for learners of differing ages, abilities and aptitudes
 - which is broad and balanced, and offers appropriate progression.
- include learning which
 - develops the [cross-curricular skills](#)
 - encompasses the [Health and Well-being Area of Learning and Experience](#)
 - encompasses [Relationships and sexuality education \(RSE\)](#) that is developmentally appropriate for each learner.
- where it is reasonably possible and appropriate, include learning in the other components of the Framework, which includes the other areas of learning and experience (Expressive Arts; Humanities; Languages, Literacy and Communication; Mathematics and Numeracy; Science and Technology) and the mandatory elements (Religion, values and ethics; Welsh and English).

The management committee and local authority are under a duty to exercise their functions so as to ensure the curriculum is implemented for learners in accordance with the requirements of the Bill. In effect there is a two stage process: the first stage is to design a curriculum framework that meets the requirements set out above. The second stage is to consider how to tailor that curriculum to meet the needs of each learner.

Where local authorities arrange EOTAS for learners at a setting other than a PRU, they must ensure that the arrangements:

- secure provision that enables the learner to develop in the ways described in the [four purposes](#)
- are suitable for the learners' ages, abilities and aptitudes
- are broad and balanced (as appropriate to each learner) and offer appropriate progression
- secure, as far as is appropriate for the individual learner, learning which
 - develops the [cross-curricular skills](#)
 - encompass the [Health and Well-being Area of Learning and Experience](#)
 - encompass [RSE](#) that is appropriate for each learner's stage of development
- where reasonably possible and appropriate to do so, include learning on the other curriculum components, which include the areas of learning and experience and the mandatory elements.

There is a duty to keep curricula under review.

There would need to be a very clear rationale underpinning any decision not to offer a learner access to a broad and balanced curriculum. In all cases learners' entitlement should be reflected through learning plans and, where appropriate, individual development plans.

There is a need to ensure appropriate provision for linguistic continuity and progression for learners in Welsh and English.

Supporting reintegration

Curriculum planning, design and implementation should support reintegration into mainstream or specialist provision and/or enable learners to progress towards further education, training or the world of work.

Planning to enable reintegration should be based on the assessment of learner needs and, where necessary, should be modified over time to reflect changing needs and priorities of learners. Key considerations will include:

- collaborative tailored provision to support transition
- assessment and progression
- practical arrangements, such as around roles, responsibilities and resourcing
- quality assurance.

All types of transition points need to be carefully considered in collaboration with all stakeholders to ensure that learners can build on their learning and continue to progress and develop on their learning pathway.

There is a need to ensure that reintegration also provides for linguistic continuity and progression for learners in Welsh and English.