

Education Other Than At School Service

GENERAL INFORMATION FOR PARENTS

MISSION STATEMENT

Our purpose is to work holistically with a range of professionals and schools in order to meet the individual needs of children and young people in North Somerset, the main priority being to facilitate access to an appropriate learning environment and broad and balanced curriculum that enables them to realise their potential.

CONTEXT

The EOTAS (Education Other Than at School) Service is based in four centres:

Oak Hill, North Centre

The Larch Centre

SAIL (School of Alternative and Inclusive Learning)

EOTAS Vocational Centre

These will be known collectively as the Centres.

The Key Functions of the Service in partnership with other providers are to deliver:

- Teaching and pastoral support for students who are unable to attend school
- Reintegration support for students returning to a mainstream setting

SAIL @ Weston College

is based in Weston College and provides:

- Full or part time programmes for Year 11 students who are severely disaffected from school and at risk of being or have been permanently excluded
- Where appropriate, access to mainstream college courses in addition to the SAIL core programme
- Careers guidance and supported work experience
- Support in progression Post 16 with a high percentage of students progressing either to further education, training or employment
- Pastoral support to maintain students in work and college placements

Oak Hill, North Centre

is based on the site of Kingshill Primary and Ravenswood School, Nailsea and

The Larch Centre,

is based at Baytree Road, Weston-Super-Mare

Both Centres provide:

- Full or part time programmes for students in Years 5, 6, 7, 8 and 9 who are severely disaffected from school and at risk of being or have been permanently excluded
- Where appropriate reinclusion support into mainstream school or other educational placement
- Pastoral support to enable students to function more effectively in an educational setting

EOTAS Vocational Centre

Will be based at the Unit 1a, Ashcroft House, Oldmixon Crescent, Weston- super-Mare and will provide:

- Full or part time programmes for KS4 students who are severely disaffected from school and at risk of being or have been permanently excluded
- Where appropriate, access to mainstream college courses or other training provision in addition to the KS4 core programme
- Where appropriate reinclusion support into mainstream school
- Careers guidance and supported work experience
- Support in progression Post 16 with a high percentage of students progressing either to further education, training or employment
- Pastoral support to maintain students in work and college placements

In addition North & South Centres provide tuition for students:

- Who cannot attend school because of ill health, pregnancy, permanent exclusion or SEN (Special Education Needs) placement breakdown. Further information about this element of the service is contained in a separate prospectus.

REFERRAL PROCESS

The service is accessed by means of referral forms, which are completed by schools in liaison with an appropriate Local Authority Officer e.g. Education Welfare Officer, Assistant Locality Team Leaders, Educational Psychologist, Behaviour Support Teacher or SEN Officer. The referral forms together with supporting information are then submitted to a referral panel, which meets at least once a month. If the panel accepts the referral for placement in alternative provision, the Head of Centre of the identified Short Stay School will interview the student concerned. If this interview is successful an offer of a two-week trial or placement is made. It is important to note that each Centre has a total of 20 full time equivalent places and must take account of the balance of needs and levels of difficulty of students when allocating placements.

COMPLAINTS

If there is an occasion when a parent/carer feels that they wish to make a complaint to the Short Stay School, it is important to talk to the relevant member of staff – that is the person who can listen and most quickly respond to the issues raised. If the issue is of a particularly serious nature then the Head of Centre should be contacted. Should a parent/carer wish to take the matter further they should contact the EOTAS Manager and/or follow the Local Authority's Complaints policy – a copy of which is available on request.

DOCUMENTS AVAILABLE

The following documents (and translations into other languages) are accessible to parents/carers on request.

Local Authority Curriculum Statement for the Short Stay Schools

Schemes of work / Curriculum plans used in the Short Stay Schools

The EOTAS Service policies as listed (including the Local Authority's Complaints policy). See Appendix A.

TERM DATES

Information regarding term dates is provided on a separate sheet.

SAFEGUARDING (CHILD PROTECTION)

Whilst the Education Service does not constitute an investigation agency, because of their day-to-day contact with individual children during term time, staff have an important role to play in recognising and taking the appropriate action in cases of suspected child abuse.

All staff, both teaching and non teaching, are instructed to report any suspicions to the Head of Centre or Designated Teacher for Child Protection, who is required under the procedures to alert Social Care.

Child Protection is a particularly sensitive issue and does give rise to strong feelings and emotions for those involved, particularly parents/carers. However, whatever parents/carers may feel about a situation, it needs to be appreciated that staff are required to report any situation where abuse is suspected, and a member of staff could be deemed to have acted improperly if this were not the case.

Parents/carers may seek advice and guidance from the Education Welfare Service or contact Social Care direct, if necessary.

MANAGEMENT COMMITTEE OF THE EOTAS SERVICE

The governing body of the EOTAS Service is known as the Management Committee and has responsibility for ensuring that students are provided with an effective education of a high quality.

The Chair of the Management Committee of the Education Other Than At School (EOTAS) Service can be accessed through the Clerk to the Committee.

The Clerk to the Management Committee of the EOTAS Service is Emma Brookes (emma.brookes@n-somerset.gov.uk), Oak Hill, North Centre, Pound Lane, Nailsea, BS48 2NN.

SPECIAL EDUCATIONAL NEEDS

Our students are young people whose needs have not been met, or cannot for the time being, be met, within the setting of a mainstream school. Each individual is highly likely to display a range of emotional and behavioural difficulties and many have become profoundly disaffected and disengaged from the formal learning process. Some may have literacy difficulties and/or moderate learning difficulties and a significant proportion will be the subject of a Statement of Special Educational Needs. We recognise that an individual and holistic approach is essential in order to nurture self-esteem and self-confidence and encourage progress, both personal and academic. We consider that any student who attends an EOTAS Service for teaching has Special Educational Needs and requires an individually designed education programme.

Each Centre has a SENCO (Special Education Needs Co-ordinator) who is aware of and operates the statutory planning and review procedure for students with Statements. Key Tutors are responsible for planning and reviewing the IEPs (Individual Education Plan) of all students who are deemed to be at School Action Plus on the Code of Practice.

EQUAL OPPORTUNITIES

The EOTAS Service aims to provide:

- Access for all students to a wide range of educational and personal development opportunities so that they reach their full potential physically, socially and academically.
- Both a curriculum and a learning environment that value cultural diversity.

- A culture in which students respect differences in race, gender, sexual orientation, age and disability.
- Facilities to assist access to the Centres by students with disabilities.

We promote opportunities for students to participate in the world of work and further education and other off-site activities, making good use of Work Experience placements and of part-time places on courses at Weston College.

DATA COLLECTION

As in mainstream schools, the EOTAS Service is required to provide information regarding attendance, attainment and general progress at regular intervals, both to the Local Authority and to the DCSF (Department for Children Schools and Families).

FINANCE

The Centre budgets are set and monitored by the Local Authority.

EOTAS Vocational Centre

Unit 1a, Ashcroft House, Oldmixon Crescent, Weston-super-Mare BS24 9AX

Tel: 01275 884170

Fax: 01934 426254

E-mail: tony.hill@n-somerset.gov.uk

Head of Centre: Tony Hill

VISION STATEMENT

The EOTAS Vocational Centre offers students a wide range of accredited courses and social and emotional support to become responsible members of society.

CONTEXT

EOTAS Vocational Centre (based at Ashcroft House, Oldmixon Crescent, Weston-super-Mare) was established in September 2010, when the first students were admitted to the Centre. The Centre takes responsibility for the education of a cohort of 25 full time equivalent KS 4 students who are not able to access education in a school setting. In addition to the formal academic curriculum, students who attend the Vocational Centre will be offered a varied programme, which will include:

- ❑ Access to mainstream college courses
- ❑ Careers guidance and regular contact with a Connexions PA
- ❑ Access to a wide range of Vocational courses
- ❑ Support in progression to further education, training or employment
- ❑ Supported work experience
- ❑ Sport and leisure activities
- ❑ Individual support from a key teacher

Each student's programme is designed to provide opportunities to achieve target levels of accreditation as agreed with the student, parents/carers and the student's key teacher. Programmes also concentrate on addressing social and emotional needs and students are given a wide range of activities and situations in which they can develop social skills. Teaching may take place in small groups or individually in accordance with the needs of each student.

INDUCTION

Students and parents/carers are invited to visit the Vocational Centre prior to starting a placement here. In addition there will be a period of induction during which teachers will be able to get to know the student and gather sufficient information to prepare an educational programme appropriate to the student's needs.

Students are given an Individual Education Plan which is informed by a baseline assessment. This assessment identifies levels of achievement and preferred learning styles and helps to identify social and emotional needs. The Centre also uses a tiered provision map for each student which details the level of support given to support his or her education, progression and social skills.

PARTNERSHIP

Our main partners are parents/carers with whom we maintain close communication in order that students can benefit in as many ways as possible from their time with us. To meet as wide a range of needs as possible we also work closely with the Educational Psychology Service, the Community Paediatric Service, the Education Welfare Service, Youth Workers, Youth Offending Team and Connexions.

Fixed term, sessional and voluntary teachers and classroom assistants also support the Centre.

MANAGEMENT

EOTAS Vocational Short Stay School is under the management of the Head of Centre.

STAFF DEVELOPMENT

EOTAS Vocational Centre continues to emphasise the development of robust systems to ensure that we are delivering a quality service to our students. Teaching, learning and behaviour management have been and will continue to be central to the process. Staff development needs are identified through the annual Performance Management /Appraisal cycle and the staff is given the opportunity to attend relevant courses both externally and in house.

CURRICULUM

Recent educational research suggests that a mode of working with disaffected students which promotes self-efficacy is most likely to achieve engagement in the curriculum and achievement at an appropriate level. Our curriculum is designed to provide opportunities for students to exercise positive choices regarding their academic programme and to develop a sense of personal responsibility towards learning. We recognise that students learn in different ways and at different speeds. Our teaching sessions are organised in such a way as to enable a high level of choice for students. Teachers identify the work to be undertaken through the week and students determine the order in which targets will be addressed. Students work at their own pace and learn in the style which best suits them. There is always access to ICT. Progress against targets is monitored carefully and targets are designed to challenge and to provide opportunity for regular and on-going achievement.

The curriculum we offer therefore aims to:

- ❑ Provide diversity and challenge
- ❑ Enable access to nationally recognised accreditations including GCSEs
- ❑ Recognise and acknowledge all achievements
- ❑ Foster a positive and confident approach towards learning
- ❑ Encourage students to accept personal responsibility and to work co-operatively with others
- ❑ Enable students to make informed and positive choices about options Post 16.

The range of accreditation we can offer includes GCSE, Entry Level and other vocational or short course certification. All core PRU teachers hold responsibility for at least one subject area and are able to offer support in a range of other subjects and activities.

The PSHE and Citizenship curriculum, including Moral and Spiritual Guidance and Sex Education is delivered through different aspects of the Centre's programme. Some elements are enhanced through visits from partner organisations.

This curriculum menu indicates the subjects we offer:

- ❖ **GCSE** Science (full and short course); ICT (short course)
- ❖ **Entry Level** English; Maths; Science; ICT
- ❖ **Adult Numeracy and Literacy** Levels 1 and 2
- ❖ **Vocational** Motor vehicle Studies, Construction (Entry Level), Home Cooking Skills
- ❖ **ASDAN CoPE** Levels 1 and 2
- ❖ **PSHE/Citizenship** All students follow the Entry Level syllabi in PSHE and Citizenship
- ❖ **Sport & Leisure Activities**

All students take part in a series of work experience preparation sessions. Students are actively encouraged to take on a Work Placement. This gives them the opportunity to experience the work environment.

ATTENDANCE, ACHIEVEMENT and DESTINATIONS OF STUDENTS

During the first year in which the school was open, the attendance of the 20 pupils attending the centre was 85%. All year 11 students left with a range of qualifications, including Food Hygiene, Science GCSE and Adult Literacy and Numeracy. These students followed courses

ARRANGEMENTS FOR VISITS

Visits can be arranged through the Head of Centre and with the agreement of the EOTAS Manager and following consideration at the EOTAS referral panel.

ADMISSIONS

When a student has been referred for placement at the EOTAS Vocational Centre, the Head of Centre will arrange a meeting/interview with the parents/carers and the student. At this meeting, consent forms and agreements will be signed before the student is placed on roll. A copy of the Code of Behaviour is included in Appendix 2.

HOME/CENTRE AGREEMENT

EOTAS Vocational Centre cannot work in isolation from the parents/carers of the students. Therefore before any student begins a placement at the Centre, we require the parents/carers to sign an agreement that they will support the student in attending and in taking full advantage of the opportunities we provide.

REVIEW/REPORT PROCESS

Progress is charted on a daily basis by all teachers and key teachers draw on such monitoring to inform the reviews. Usually reviews take place towards the end of each second term but a review may be called at any time if a student is experiencing difficulties in his or her programme. At each review, targets will be evaluated and new targets agreed. Reports are sent to all parents/carers at the end of terms 1, 3 and 5. Reviews are held with parents/carers at the end of terms 2, 4 and 6.

TRANSPORT

Transport by minibus is provided for students who live more than 3 miles from the Centre.

SESSIONS

The school day starts at 9.25am and finishes at 3pm. On Wednesday afternoon the students go home at lunchtime and do not return in the afternoon.

CODE OF DRESS

Students are not expected to wear school uniform but rather to wear casual clothes, which should be comfortable and appropriate for the activities on offer.

HEALTH AND SAFETY

Health and Safety protocol is a high priority, particularly in practical lessons, activities and when students are on Centre transport. If students cannot abide by the agreed protocols they will not be able to participate in these aspects of the Centre programme.

SCHOOL SECURITY

EOTAS Vocational Centre is committed to offering students a safe environment in which to work. All students sign in and out of the Centre in mornings and afternoons.

Telephone calls are made to parents as soon as we are aware that a pupil has failed to attend. Students are not allowed to leave the Vocational Centre without supervision by Centre staff. All out of Centre activities are subject to a detailed risk assessment and are organised by qualified staff or recognised/certificated activity providers.

MEALS

Any student who is entitled to free school meals will be provided with lunch when they are in the Centre for the whole day. Confirmation of eligibility is required from the Local Authority. Application forms must be completed annually or the entitlement lapses. Food and drink may only be consumed in the recreation room. No refreshments other than water are allowed in the classrooms.

MOBILE PHONES

Students may bring mobile phones to the Vocational Centre; however they should be switched off or in silent mode whilst students are in the Centre. Students that use their phone in the Centre will be given a warning and parents/carers contacted. If the warning is ignored by the students we will ask parents/carers to collect the phone from the Centre. All students will be required to hand their phones into the office prior to any examinations.

Students will have access to the Centre telephone for emergencies and parents/carers can contact students in an emergency.

REWARDS

Student rewards work on a points system. Points can be collected throughout the term and exchanged for High Street vouchers. Students are awarded points for punctuality, appropriate language, work achieved and good behaviour during lessons and social interaction, washing up and following staff instructions during break.

Students can also earn points for homework and good attendance. Certificates are awarded in recognition of sustained good behaviour and achievement; these are stored in the student's progress file.

SMOKING

Smoking is not permitted – in accordance with North Somerset Council's No Smoking Policy.

EVALUATION

Evaluation is an on-going process in this Centre. Parents and students are invited to contribute to this process formally at review meetings but feedback is welcome at any time.

Data regarding attendance and achievement (academic and social, emotional and behavioural) is gathered on a regular basis. The success of the Vocational Centre can be evaluated through careful monitoring of this information.

Appendix A

EDUCATION OTHER THAN AT SCHOOL SERVICE POLICIES REVIEWED ANNUALLY

Context Statement to Support EOTAS Policies

GENERAL

Anti-Bullying & Harassment Policy
Assessment Decisions at GCSE Level Policy
Attendance Policy
Behaviour and Exclusion Policy
Complaints Policy
Curriculum Policy
Drugs Education and Management of Drug Related Incidents Policy
Disability Equality Scheme
Equality and Diversity Policy
ICT Policy
Inclusion Policy
No Smoking Policy
Performance Management Policy
Safeguarding Policy – Child Protection
Sex and Relationships Education Policy
Special Educational Needs Policy

HEALTH AND SAFETY

Accidents, Incidents and First Aid Policy
Administration of Medication Policy
Aggression & Violence Policy
Control of Substances Hazardous to Health Policy
Electrical Safety Policy
Fire and Emergencies Policy
Health & Safety Policy
Lone Working Policy
Risk Assessment Policy
Safety on School Trips, Off-Site Visits and Adventurous Activities Policy
Site Security Policy
Use of Vehicles Policy

Appendix B

CODE OF BEHAVIOUR

These expectations have been set by students and staff. It is important that everyone keeps to this code of behaviour so we can all enjoy our time in the Centre and all students can benefit fully from the opportunities that are open to all who attend here.

- Bad language is not acceptable.
- Everyone has a right to feel safe consequently verbal and physical violence are not tolerated.
- Drugs and alcohol are not allowed on site and no student should attend the centre if under the influence of drugs or alcohol.
- Smoking is not permitted – in accordance with North Somerset Council's No Smoking Policy.
- Everyone deserves to be respected and listened to.
- Bullying will not be tolerated.
- Respect school property. All damage will have to be paid for.