Educated Other Than at School (EOTAS) Process

September 2025.

Overview

The EOTAS provision within Stockton-on-Tees is a structured educational pathway designed to support children of compulsory school age who are not currently on the roll of a mainstream or special school. This provision is activated under specific circumstances, namely:

- When a child with an Education, Health and Care Plan (EHCP) moves into the local authority and a school place cannot be immediately secured. (please refer to move in process)
- When a child with special educational needs is unable to access education in any school setting due to complex SEND, medical, emotional, or behavioural needs and the Local Authority agree that there is no suitable school placement for them, owing to these presenting needs following guidance under Section 61 of the Children and Families Act 2014.   (please refer to annual review process)

In such cases, the child may be registered under EOTAS, ensuring that their right to education is upheld through tailored, high-quality teaching arrangements.

Decision Making Process

The initial decision and authority to register a child as requiring EOTAS rests with the local authority's SEND Decision making panel, (SENDMAP).

Following an Annual or Interim Review of the EHCP, a caseworker will refer to SENDMAP following triage decision made by a team manager or senior caseworker within two weeks of triage. (please see annual review process)

The decision to agree EOTAS is made considering the following factors:

- Child's circumstances
- Educational history
- Availability of appropriate school placements.
- Suitability of school placements
- Section F of the EHC Plan.
- Parental views
- Child or Young Person Views
- Multi Agency Professional Views

Once SENDMAP determines that EOTAS is the most suitable interim or long term arrangement, the child is formally registered as EOTAS within the local authority's system and this will also be recorded in the minutes of the meeting.

The responsibility to track attendance, engagement and ensure any welfare visits are completed sits with the Vulnerable Learners Service.

Operational Implementation

Following the decision, the Placements and Governance Team assumes responsibility for operationalising the EOTAS provision. Their duties include:

- Providing the child's updated information status information to Inclusion and Vulnerable Learners Service Area.
- Commissioning a qualified teacher through a quality approved teaching agency, ensuring that the educator is appropriately matched to the child's academic profile and Section F of the child's EHC Plan if one is in place.
- Informing parents and current educational setting of the decision, verbally and in writing. This information is saved on the child's record.

To ensure the educational package is tailored to the child's individual needs, the Home and Hospital Teaching (VLT) will if requested collaborate closely with Placements and Governance. This service provides expert input on the child's:

- Age
- Academic ability
- Aptitude and learning style

This collaborative approach ensures that the commissioned teaching provision is both appropriate and aspirational, enabling the child to continue working towards their academic potential, including any examinations they were previously preparing for.

Monitoring and Safeguarding

Once the teaching arrangement is in place, the child's details are shared with the Inclusion and Vulnerable Learners Teams by SEND Placements and Governance via email. The team manager (VLT) also receives a copy of the SENDMAP minutes. The VLT will then be responsible will then be responsible for the duration of the EOTAS Package to:

- Monitor attendance and engagement with the teaching provision.
- Conduct safeguarding and welfare visits in instances where the child fails to attend scheduled sessions.
- Participate in the monitoring of the quality of the education and progress made. (Please see Appendix 3)

Welfare visits are designed not only to encourage re-engagement with learning but also to ensure the child's overall wellbeing and safety in their current environment.

Governance and Quality Assurance

Throughout the EOTAS process, all involved services operate under a framework of governance, accountability, and quality assurance. Six monthly annual reviews are conducted to assess the effectiveness of the provision, the child's progress, and any changes in circumstances that may warrant a transition back into a school setting.

Monthly assurance meetings will take place from September 2025 (please see Appendix 1) chaired by the Strategic Lead for SEND, and attended by the Team Manager, Vulnerable Learners, Service Lead SEND Placements and Governance, Service Lead Alternative Provision and The Head of Education and Inclusion.

The EOTAS provision in Stockton-on-Tees reflects a commitment to inclusive education and safeguarding for vulnerable learners. Through coordinated decision-making tailored teaching arrangements, and robust monitoring, the local authority ensures that every child receives an education that is both meaningful and responsive to their individual needs.

EOTAS Process Flowchart – Stockton-on-Tees

Trigger Event
Child has an EHCP and moves into the local authority with no school place available, or following annual review a panel decision is requested in respect of suitability of EOTAS provision owing to a child's SEND Needs.

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Decision by SEND
SENDMAP decide whether the child should be registered as EOTAS following annual review (please refer to Annual Review Process) and inform SEND Placements and Governance Team via minutes of the meeting.

Notification should be stored on the child's file record via SENDMAP Feedback form.

Decision will be shared in writing and verbally with parent and current educational setting.

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Placements and Governance

Commissions a quality approved teacher via an agency and shares child's EHCP confirming that the provider can meet the provision in Section F. Teacher is selected for the child based on academic ability and subjects/exams previously studied with support of Home and Hospital Teacher if requested.

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Information Sharing
Child's details are sent to the Inclusion and Vulnerable Learners Team (VLT) via email and VLT adds the pupil to System C and attendance and quality tracking commences.

The EHCP will be updated by SEND Assessment and Review to reflect EOTAS. (picked up from the minutes from SENDMAP meeting).

Section I of the EHCP should be blank in line with guidance in SEND Code of Practice 2015.

Any further updates to the EHCP would be made in line an annual or interim review.

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Monitoring and Safeguarding
Inclusion and Vulnerable Learners Team (VLT) track attendance and engagement.

Safeguarding/welfare visits are conducted if the child is not attending.

Monitoring and oversight of the quality of education in line with Appendix 3

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Assurance
Monthly meeting with key staff to update and review progress, attendance and oversight of all children on EOTAS roll.

<u>**Appendix 1.**</u>

Terms of Reference: EOTAS Assurance Meeting

Frequency: Monthly

Chair: Strategic Lead: SEND Practice

Attendees: Head of Education & Inclusion, Team Manager Vulnerable Learners, Service Lead Alternative Provision, Service Lead SEND Placements and Governance, Virtual School Headteacher.

Purpose

To provide strategic oversight and assurance of Education Otherwise Than At School (EOTAS) arrangements across the local authority, ensuring all statutory duties are met and that provision is appropriate, effective, and responsive to the needs of children and young people.

Objectives

- To monitor compliance with Section 61 of the Children and Families Act 2014 and associated SEND Code of Practice guidance.
- To review and assure the quality, suitability, and impact of EOTAS packages.
- To ensure robust multi agency decision-making and governance around EOTAS placements.
- To track and evaluate outcomes for children and young people receiving EOTAS provision.
- To identify and address any gaps in provision, safeguarding concerns, or risks to statutory compliance.
- To oversee transitions into and out of EOTAS, including reintegration planning and post-16 pathways.
- To ensure parental engagement and the voice of the child are central to all decisions.

Scope

- Oversight of all children and young people currently registered as EOTAS.
- Review of new children accessing EOTAS, ongoing cases, and those approaching transition or reintegration.
- Monitoring of attendance, engagement, and progress data.
- Assurance of commissioning arrangements and quality of provision.
- Consideration of legal thresholds, suitability tests, and EHCP compliance, including updating EHCP following EOTAS Decision.
- Alignment with wider SEND strategy and inclusion priorities.
- Discussion and decision making around any children who there are concerns.

Monitoring Outcomes

- Improved educational outcomes and engagement for EOTAS learners.
- Evidence of statutory compliance across all cases.
- Timely and appropriate decision-making with clear audit trails.
- Reduction in children missing education or receiving unsuitable provision.
- Strengthened multi-agency collaboration and accountability.

Reporting & Governance

- Key actions and decisions will be recorded and tracked for oversight but on the child's file.
- If an attendee is not available a sub will be required. In the absence of the chair the meeting will be chaired by the Head of Education & Inclusion.
- Escalations or concerns will be reported to the Assistant Director, Education, Inclusion & Achievement.
- Summary reports may be shared with senior leadership, elected members, and relevant scrutiny panels.
- Quarterly updates to be provided to SEND Strategic Group in report format.

Appendix 2 – Statutory Compliance

Requirement	Legal Basis	Responsible Party
Parental engagement	Children and Families Act 2014	SEND Service – SEND Placements and Governance
Suitability test for EOTAS	Section 61 CFA 2014	Strategic Lead – SEND Service
EHCP amendment	SEND Code of Practice	SEND Service – SEND Assessment and Review
Attendance monitoring of attendance, quality and provision.	Education Act 1996	Vulnerable Learners Team
Provision funding	Section F of EHCP	SEND Service

Appendix 3

Quality Assurance of EOTAS

Quality assurance in EOTAS provision ensures that all educational experiences delivered outside mainstream settings meet rigorous standards of teaching, safeguarding, and learner outcomes.

We regularly monitor and evaluate EOTAS packages of education to ensure they are tailored to individual needs, promote engagement, and align with the broader educational goals of the local authority.

Through robust quality assurance processes, including site visits, progress reviews, and stakeholder feedback—we maintain high standards across all EOTAS providers and ensure accountability.

Timescales	Persons Responsible	Activities Undertaken	Reporting
Weekly	Vulnerable Learners Team (VLT) AP Team	-Gather attendance data - Monitor attendance - Welfare visits (if required) - Gather information re welfare visits by other agencies (if appropriate) -Ensure we have received tutor reports and copies of pupil work	- Attendance to feed into liquid logic - Recording of any welfare checks and saved in child files and tracker Tutor reports to be saved in child files in **folder 12 EOTAS**
Half Termly	Specialist Teachers/Home and Hospital teachers AP Caseworker/ VLT EOTAS caseworker	-Work Scrutiny – Random sample of 10 pupils across age ranges - Overall attendance summary for all EOTAS pupils- OA/PA/SA	- Completed work scrutiny proforma saved in AP folder and shared with Service Leads VLT and AP - Summary shared with Service leads AP and VLT
Termly	AP caseworker/ VLT EOTAS caseworker	- Review all Learning Plans including progress and outcomes	-All reviewed new learning plans to be saved with new dates in child files (in

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			folder 12 EOTAS). All previous plans to remain saved as separate documents
Annually	Alternative Provision Team/ specialist teachers	-Quality Assurance of providers	- QA reports saved by Service Lead AP