

# Welsh Government publishes new Framework for Action to support those educated other than at school

The new [Education Other than at School \(EOTAS\) Framework for Action](#) is the culmination of two years of hard work by the EOTAS Task and Finish Group and marks the start of the biggest reform of Pupil Referral Units and EOTAS provision in Wales.

Chaired by former Estyn Chief Inspector, Ann Keane, the EOTAS Task and Finish Group was established in September 2015 with the purpose of developing practical solutions to the recommendations of a number of reports which highlighted where current EOTAS provision in Wales could be strengthened. The group included representation from the Welsh Government, local authorities, schools, Pupil Referral Units (PRU), Estyn and the Office of the Children's Commissioner for Wales.

The new Framework is a long term plan, consisting of 34 actions across six key areas, although some of the actions will be implemented in the short to medium term.

The key areas it seeks to improve are Leadership, Accountability, Resources, Structures, Learner Wellbeing, and Outcomes.

Launching the Framework and extending her thanks to everyone involved with its production, Kirsty Williams said:

“We are committed to creating an inclusive education system for all learners in Wales, ensuring that everyone is able to receive the best level of support for their needs.

“I am extremely grateful to everyone involved with the Task and Finish Group for all their hard work in helping us to develop this plan and extend my support to the EOTAS Delivery Group who will now be charged with its successful delivery. The actions contained in this Framework reflect extensive engagement with the sector which has been, and continues to be, the best advocate for learners accessing EOTAS provision.

“We have deliberately adopted a phased approach to the proposals outlined in the plan, not only to ensure that they are implemented in a considered and timely manner, but also because the Framework has to complement wider education sector transformation. I am firmly of the view that EOTAS provision must form an integral part of our inclusive continuum of education; it should not be a ‘bolt-on’.”