

Date:

Wednesday 16 July 2025 at 5.00 pm

Venue:

Council Chamber, Dunedin House, Columbia Drive, Thornaby, Stockton-on-Tees TS17 6BJ

Cllr Carol Clark (Chair)

Cllr Barbara Inman (Vice-Chair)

Cllr Robert Cook, Cllr Ray Godwin, Cllr David Reynard, Cllr Stephen Richardson, Cllr Emily Tate, Cllr Sally Ann Watson and Cllr Katie Weston

Agenda

1. **Evacuation Procedure** (Pages 7 - 10)
2. **Apologies for Absence**
3. **Declarations of Interest**
4. **Minutes** (Pages 11 - 16)

To approve the minutes of the last meeting held on 11 June 2025.

5. **Scrutiny Review of Additionally Resourced SEND Provision** (Pages 17 - 40)
 - To receive evidence from Stockton Parent Carer Forum and North East and North Cumbria Integrated Care Board on their involvement in the work to date, feedback from parents/ carers, opportunities, challenges and next steps
 - To receive an update on planned work (Scope and Project Plan attached)
6. **Chair's Update and Select Committee Work Programme** (Pages 41 - 42)

Members of the Public - Rights to Attend Meeting

With the exception of any item identified above as containing exempt or confidential information under the Local Government Act 1972 Section 100A(4), members of the public are entitled to attend this meeting and/or have access to the agenda papers.

Persons wishing to obtain any further information on this meeting, including the opportunities available for any member of the public to speak at the meeting; or for details of access to the meeting for disabled people, please.

Contact: Judy Trainer, Democratic Services Manager on email judy.trainer@stockton.gov.uk

Key – Declarable interests are :-

- Disclosable Pecuniary Interests (DPI's)
- Other Registerable Interests (ORI's)
- Non Registerable Interests (NRI's)

Members – Declaration of Interest Guidance

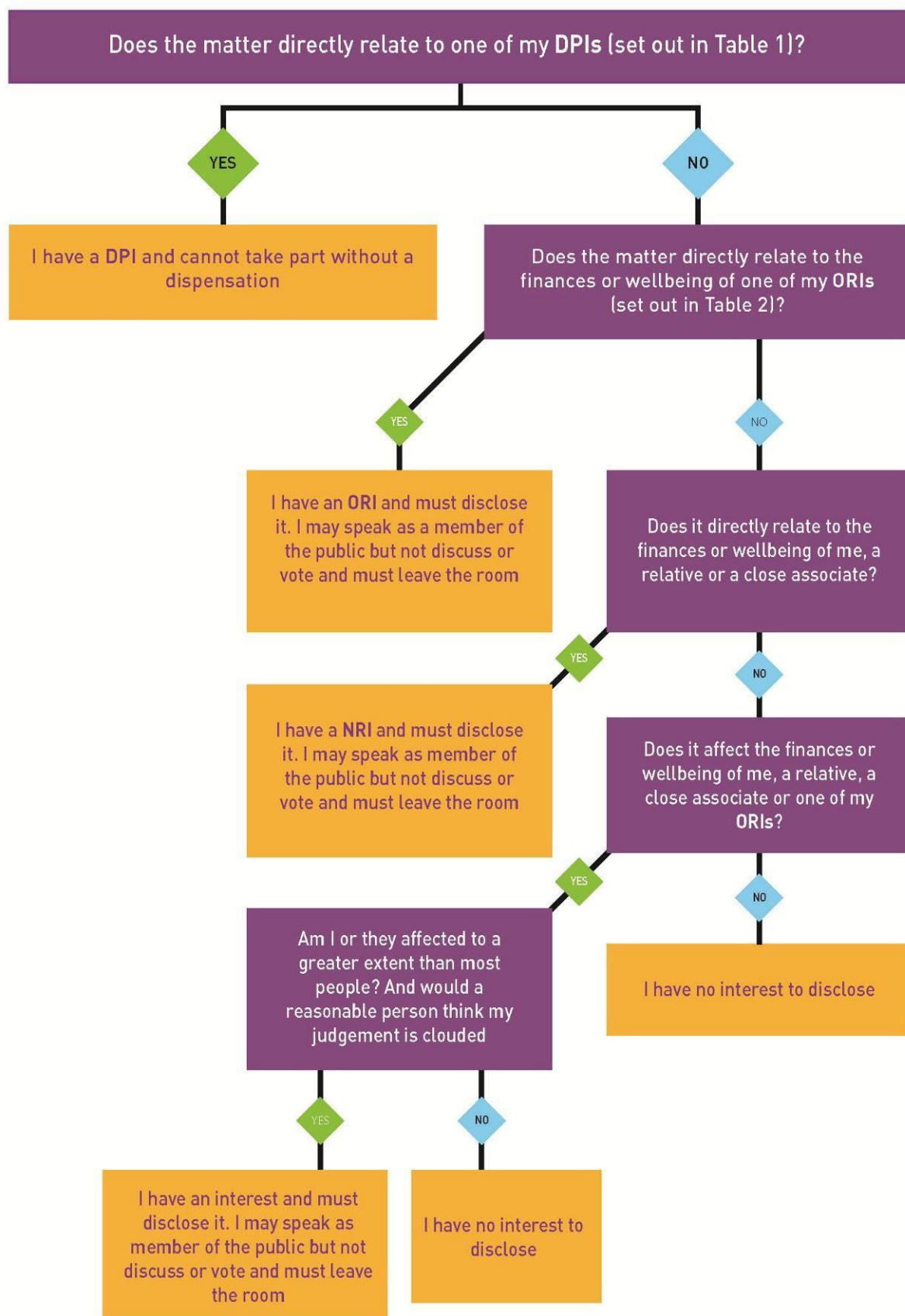


Table 1 - Disclosable Pecuniary Interests

Subject	Description
Employment, office, trade, profession or vocation	Any employment, office, trade, profession or vocation carried on for profit or gain
Sponsorship	Any payment or provision of any other financial benefit (other than from the council) made to the councillor during the previous 12-month period for expenses incurred by him/her in carrying out his/her duties as a councillor, or towards his/her election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.
Contracts	Any contract made between the councillor or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/civil partners (or a firm in which such person is a partner, or an incorporated body of which such person is a director* or a body that such person has a beneficial interest in the securities of*) and the council — (a) under which goods or services are to be provided or works are to be executed; and (b) which has not been fully discharged.
Land and property	Any beneficial interest in land which is within the area of the council. 'Land' excludes an easement, servitude, interest or right in or over land which does not give the councillor or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/ civil partners (alone or jointly with another) a right to occupy or to receive income.
Licences	Any licence (alone or jointly with others) to occupy land in the area of the council for a month or longer.
Corporate tenancies	Any tenancy where (to the councillor's knowledge)— (a) the landlord is the council; and (b) the tenant is a body that the councillor, or his/her spouse or civil partner or the person with whom the councillor is living as if they were spouses/ civil partners is a partner of or a director* of or has a beneficial interest in the securities* of.
Securities	Any beneficial interest in securities* of a body where— (a) that body (to the councillor's knowledge) has a place of business or land in the area of the council; and (b) either— (i) the total nominal value of the securities* exceeds £25,000 or one hundredth of the total issued share capital of that body; or (ii) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which the councillor, or his/ her spouse or civil partner or the person with whom the councillor is living as if they were spouses/civil partners have a beneficial interest exceeds one hundredth of the total issued share capital of that class.

* 'director' includes a member of the committee of management of an industrial and provident society.

* 'securities' means shares, debentures, debenture stock, loan stock, bonds, units of a collective investment scheme within the meaning of the Financial Services and Markets Act 2000 and other securities of any description, other than money deposited with a building society.

Table 2 – Other Registerable Interest

You must register as an Other Registrable Interest:

a) any unpaid directorships

b) any body of which you are a member or are in a position of general control or management and to which you are nominated or appointed by your authority

c) any body

(i) exercising functions of a public nature

(ii) directed to charitable purposes or

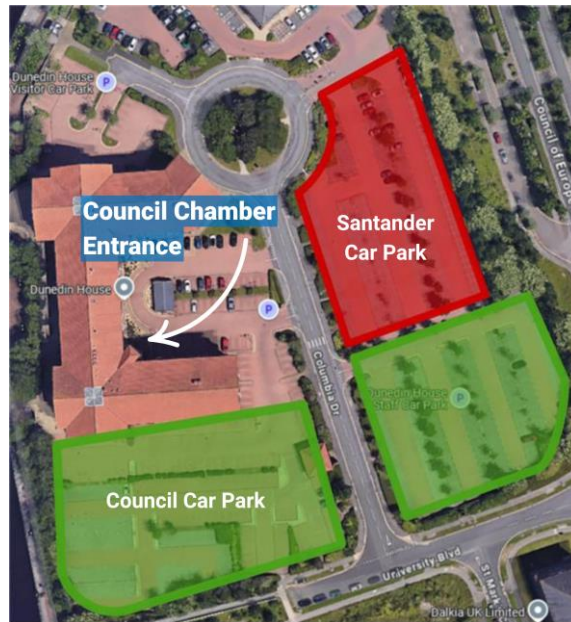
(iii) one of whose principal purposes includes the influence of public opinion or policy (including any political party or trade union) of which you are a member or in a position of general control or management

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Council Chamber, Dunedin House Evacuation Procedure & Housekeeping

Entry

Entry to the Council Chamber is via the Council Chamber Entrance, indicated on the map below.



In the event of an emergency alarm activation, everyone should immediately start to leave their workspace by the nearest available signed Exit route.

The emergency exits are located via the doors on either side of the raised seating area at the front of the Council Chamber.

Fires, explosions, and bomb threats are among the occurrences that may require the emergency evacuation of Dunedin House. Continuous sounding and flashing of the Fire Alarm is the signal to evacuate the building or upon instruction from a Fire Warden or a Manager.

The Emergency Evacuation Assembly Point is in the overflow car park located across the road from Dunedin House.

The allocated assembly point for the Council Chamber is: D2

Map of the Emergency Evacuation Assembly Point - the overflow car park:



All occupants must respond to the alarm signal by immediately initiating the evacuation procedure.

When the Alarm sounds:

1. **stop all activities immediately.** Even if you believe it is a false alarm or practice drill, you MUST follow procedures to evacuate the building fully.
2. **follow directional EXIT signs** to evacuate via the nearest safe exit in a calm and orderly manner.
 - do not stop to collect your belongings
 - close all doors as you leave
3. **steer clear of hazards.** If evacuation becomes difficult via a chosen route because of smoke, flames or a blockage, re-enter the Chamber (if safe to do so). Continue the evacuation via the nearest safe exit route.
4. **proceed to the Evacuation Assembly Point.** Move away from the building. Once you have exited the building, proceed to the main Evacuation Assembly Point immediately - located in the **East Overflow Car Park**.
 - do not assemble directly outside the building or on any main roadway, to ensure access for Emergency Services.

5. await further instructions.

- **do not re-enter the building under any circumstances without an “all clear”** which should only be given by the Incident Control Officer/Chief Fire Warden, Fire Warden or Manager.
- do not leave the area without permission.
- ensure all colleagues and visitors are accounted for. Notify a Fire Warden or Manager immediately if you have any concerns

Toilets

Toilets are located immediately outside the Council Chamber, accessed via the door at the back of the Chamber.

Water Cooler

A water cooler is available at the rear of the Council Chamber.

Microphones

During the meeting, members of the Committee, and officers in attendance, will have access to a microphone. Please use the microphones, when invited to speak by the Chair, to ensure you can be heard by the Committee and those in attendance at the meeting.

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Children and Young People Select Committee

A meeting of Children and Young People Select Committee was held on Wednesday 11th June 2025.

Present: Cllr Carol Clark (Chair), Cllr Barbara Inman (Vice-Chair), Cllr Robert Cook, Cllr John Coulson (sub for Cllr Stephen Richardson), Cllr Ray Godwin, Cllr Sally Ann Watson and Cllr Katie Weston

Officers: Majella McCarthy, Mandie Rowlands, Kellie Wigley, Elisha Dyball and Judy Trainer

Also in attendance: Cllr Clare Besford

Apologies: Cllr David Reynard, Cllr Stephen Richardson and Cllr Emily Tate

CYP/7/25 Evacuation Procedure

The evacuation procedure was noted.

CYP/8/25 Declarations of Interest

For transparency purposes, Councillor Bob Cook declared an interest in Item 7 – Scrutiny Review of Additionally Resourced SEND provision, as a Governor at Billingham South Community Primary School.

CYP/9/25 Minutes

AGREED that the minutes of the meeting held on 16 April 2025 be confirmed as a correct record and signed by the Chair.

CYP/10/25 Monitoring of Recommendations - Scrutiny Review of Narrowing the Gap in Educational Attainment

The Select Committee received action plans in respect of:

Recommendation 3 - Improve communication

Design, deliver and support parent/carers communication strategies:

- Use new technologies and apps.
- Implement communication strategies early ensuring that good communication is embedded across the school community.
- Consider single points of contact and how best to communicate (not relying on technology alone).
- Offer parent/ carer engagement training for all staff.

Recommendation 4 - Identify and support young carers

Raise awareness of young carer identification and support for pupils.

Extend the range of opportunities for young carers to link with others socially.

Recommendation 8 - Extend enrichment offer

Strengthen and extend curriculum enrichment offer which better matches pupils needs and interests:

- Extend enrichment to include kick-boxing; boxing; coding; cooking clubs; sports clubs and story.
- Extend and promote the Tees Active Offer to include First Aid, paddle boards (team building) and extend offer within school holidays.
- Engage with the Healthy Schools Programme and Healthy Settings Programme

Recommendation 9 - Celebrate achievement

Extend the range of opportunities to celebrate achievement including recognition for out of school activities and engagement with local, regional and national awards and competitions.

The lead officers for implementing the recommendations attended the meeting outlining planned actions and progress to date.

AGREED that the action plans be approved.

CYP/11/25 Scrutiny Review of Holidays are Fun - Action Plan

The Select Committee received an action plan in respect of its previous review of Holidays are Fun.

A presentation was also given which provided an update on progress to date. The presentation outlined:

- The Team
- Funding
- Latest booking data
- Update on the new booking system, including a demonstration at the meeting
- Plans for the summer programme

Key issues highlighted and discussed included:

- Free School Meal (FSM) eligibility had increased year on year in England although Government funding had reduced slightly. If the funding remained the same, there would be less funding for each Local Authority
- Stockton undertook an auto enrolment exercise in Autumn 2024 and identified over 300 children that were eligible for free school meals, taking Stockton's total to over 9,000 eligible children
- In Easter, there were 6,042 universal spaces and 267 dedicated SEND spaces. 1345 unique children booked 5,500 spaces, broken down into 1100 primary and 245 secondary aged children, equating to approx. 4 places per child. There were over 40 different activities across the borough through 28 individual providers
- In Easter, there were a few new providers including Stockton Libraries and Stockton Sixth Form College bringing new activities such as Lego @ the Library
- The new booking system had been extremely well received with positive feedback from parents and providers. The booking system was accessible on different devices and also sent reminders about bookings which had made a huge impact on reducing non-attendance. Within the booking system, it would be possible to identify and target children who lived in the 10 most deprived wards

- Rules could be applied to the booking system for example to limit the number of places that could be applied for a particular child. The system also prioritised FSM children and sent details to providers to ensure that they were equipped to meet the needs of individual children. The system also flagged up clashes and identified immediately when a child did not attend a session
- Bookings for summer were opening on 4 July but interest could be registered a week before
- As well as making bookings through the new booking system, the website provided details on how to speak to a member of the team
- Members commented that there needed to be improved visibility of the programme and booking system on the Council website
- For summer, around 50 providers had applied, creating over 17,000 spaces. Based on suggestions from young people, new providers are offering:
 - Cycling
 - Tees Active gym passes
 - Football School
 - 3D pen project
 - Storytelling and games for the 5-8 at the libraries
- Members acknowledged the need to lobby the government for continued funding. One lobbying route was through the CYP Board of the LGA

The Cabinet Member for Children and Young People was in attendance for this item. She highlighted the significant improvements to the booking process due to the new booking system and the variety and quality of provision. She also placed on record her thanks to the team.

AGREED that the action plan be approved.

CYP/12/25 Scrutiny Review of Additionally Resourced SEND Provision

The Select Committee received an introductory presentation setting out background and context for the review.

Key issues highlighted and discussed were as follows:

- The responsibilities of the SEND (Special Educational needs and (Special Educational Needs and Disability) and Additional Resourced Provision (ARP) Service. The Service was responsible for executing the duties laid out in The Children and Families Act 2014 which stated that Councils were responsible for:
 - Identification, Assessment and Planning for Children and Young People 0-25 with SEND
 - Ensuring sufficient and suitable SEND and AP placements
 - Coordinate statutory EHC Needs Assessments, ensuring compliance with legal duty
 - Work with health, social care and parents collaboratively to co-produce services that meet the needs of the local area
 - Ensure that services are accessible to families, publishing a clear and informative local offer
- The SEND and AP Service Structure
- The review of ARPS in 2017 replaced the Enhanced Mainstream Schools (EMS) model owing to sufficiency issues, increasing demand and changes in need post COVID

- 4,216 children aged 3 – 16 were registered as SEND support and were largely educated in mainstream schools
- 2,650 children had an Education, Health and Care Plan (EHCP) and required statutory interventions over and above what was available in mainstream schools
- The introduction of ARP and SEND Units was part of strategic outcome 3 of the Local Area Inclusion Plan. The data revealed that too many children and young people were in specialist provision, some of which was out of the local area and the demand for this provision far outweighed availability. These placements were at exceptionally high costs and children and young people did not always meet their outcomes and expected progress. The reduction in the reliance of out of area placements would ensure cost savings on both high needs revenue and Council funds for community transport. This would ensure efficient use of high needs block funding that could be utilised locally to ensure that there were targeted investments and that this funding was being used to implement a preventative approach, such as CPD and capacity building in mainstream schools through the introduction of SEND units
- The EMS review revealed that EMS was oversubscribed, the admissions criteria was not reflective of current cohort, funding was not enough to meet needs, the framework was too rigid in meeting needs and children were being placed incorrectly
- In October 2024 consultation took place on increasing capacity in mainstream schools by transferring current EMS to ARP and SEN units. The proposals were well received with 64% of responses strongly agreeing with the proposals and 19% of responses agreeing. In January 2025 Cabinet agreed to the transfer of provision
- In December 2024, The Department for Education (DfE) announced a £740 million investment to create 10,000 new specialist places for pupils with SEND, focusing on mainstream schools. This funding would help create more inclusive environments and address the gap in provision, with a particular focus on SEN units and resourced provisions within mainstream schools. The Council received a proportion of this capital funding although there had not been a need for capital investment in the schools that had applied for ARP
- Details of the primary and secondary schools that had come forward were presented. Although there had been a lot of interest from the primary sector, interest from secondary schools had been disappointing. Currently there were only five secondary schools on board for September and no secondary schools had expressed an interest in having a SEN unit
- ARP provision would cater for additional needs and a turnaround speech and language ARP would be available at one primary schools
- SEN units would cater for mixed and significant learning needs
- Placements were opening in September 2025:
 - Children had to have an EHC Plan to access
 - Places were additional to school's PAN (Pupil Agreed Number)
 - Parents were able to preference the provision
 - Funding was in additional to the recommended funding from DfE
 - The admissions criteria was co-produced with schools

Following the presentation and discussion, the Select Committee reviewed the scope and project plan for the review. The purpose of this scrutiny would be to receive an update on the implementation of the transfer from September 2025 and engage with the secondary schools to secure additional applications from the secondary sector and fully understand the barriers to the schools becoming ARPS, identifying ways in which we might overcome this to secure the provision required for children and young people in the borough.

AGREED that the presentation be noted and scope and project plan for the review be agreed.

CYP/13/25 Chair's Update and Select Committee Work Programme

The Scrutiny Officer advised that the action plan for recommendation 16 of the previous scrutiny review of Narrowing the Gap in Educational Attainment would now be presented to the September meeting.

AGREED that the work programme be noted.

Chair:

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Children and Young People Select Committee
Additionally Resourced SEND Provision
Scrutiny Review
Outline Scope

Scrutiny Chair (Project Director): Cllr Carol Clark	Contact details: carol.clark@stockton.gov.uk
Scrutiny Officer (Project Manager): Judy Trainer	Contact details: 01642 528158 judy.trainer@stockton.gov.uk
Departmental Link Officer: Elisha Dyball Strategic Lead SEND Practice	Contact details: 01642 527164 elisha.dyball@stockton.gov.uk
Programme Management Office Lead: Louise Deer Senior Project Manager, PoF	Contact details: 01642 527014 louise.deer@stockton.gov.uk
Which of our strategic corporate objectives does this topic address? <p>This work aligns with the Council's priorities to ensure that all children have a bright future and a sense of belonging and giving children the best possible start in life, this is greater achieved when our children are educated and build connections within the borough. It aligns with the council vision to have a sustainable community where everyone belongs and is valued.</p> <p>The review supports Stockton on Tees Plan Priority One – The best start in life to achieve big ambitions and key move – Giving children and young people the best possible start, in an inclusive community where everyone can thrive.</p>	
What are the main issues and overall aim of this review? <p>Since 2017, Stockton on Tees have had an enhanced mainstream school (EMS) model in place which supports children who require additional support than normally available in mainstream when they have a particular area of need i.e. a cognition and learning difficulty. In recent years, these placements have been overpopulated (for example for children who have language and communication needs) and underutilised in other areas (HI/VI & Physical Needs), resulting in high levels of high needs funding been distributed to settings without the children in situ to receive support.</p> <p>In October 2024, the Council began a consultation to repurpose it's EMS provision into Additionally Resourced Provision (ARP) and SEND Units. This would allow for the flexibility to meet the demand for placement, give parents the right to choose these placements for their</p>	

children and also bring the provision in Stockton on Tees in line with Department for Education guidance by registering the provisions as resourced provision.

Additionally resourced provisions in mainstream are designed to support children with SEND who require more tailored support but do not require a place in a special school.

In December 2024, the government requested that all Councils begin to consider creating resourced provision within their mainstream's schools, with an announcement of further funding awaiting in Spring 2025. This new funding can be used to adapt classrooms to be more accessible for children with SEND, and to create specialist facilities within mainstream schools that can deliver more intensive support adapted to suit the pupils' needs and this coincides with the work already in development in Stockton.

It is anticipated that creation of these provisions will reduce the number of children who are attending schools out of the area to have their needs met, this reduces the reliance on community transport and ensures that our children can foster a peer group within the local community, also potentially reducing future reliance on social and welfare services, such as housing or adult social care. It is also anticipated that placing children in the right provision at the earliest opportunity will to some extent reduce suspensions and exclusions and increase attendance within the borough.

Sustainable investment in inclusive school facilities future proofs educational infrastructure, creating accessible environments that benefit not just children with SEND, but the wider school community, leading to more inclusive, economically resilience and sustainable educational settings.

The Council is currently spending £1.9m on EMS provisions for 209 places in Stockton schools. The agreed plan is to transfer these into SEN Units/ARPs and creating up to 100 additional places for children across the borough. There has been an agreement to invest £730k per year (assuming all placements are full) from high needs funding in addition to current spend. This will be in place from September 2025.

This will ultimately save £5.3m of High Needs funding per year (assuming all places are filled).

	2023-24 £m	2024-25 £m	2025-26 £m	2026-27 £m	2027-28 £m
Unmitigated Cumulative DSG deficit	3.57	5.31	11.51	21.24	34.84
Increase capacity in SBC mainstream prim/sec schools (cumulative savings).		(1.29)	(6.55)	(13.35)	(23.64)
% of overall deficit					67.8%

Cost and savings based on an additional 100 places:

Financial Year	2025/26 (part yr)	2026/27 (full yr)	2027/28 (full yr)	Total
Cost of 100 places in Independent Special #	£3.5m	£6m	£6m	£15.5m
Additional cost of 100 places in SEN Units/ARPs	£430k	£730k	£730k	£1.89m
Annual saving against unmitigated forecast	£3.07m	£5.27m	£5.27m	£13.61m

Based on average £60k p.a.

** Assume all places filled from September 2025

In January 2025, Cabinet received a report detailing the outcome of consultation relating to increasing capacity in mainstream schools within Stockton-on-Tees, by transferring current Enhanced Mainstream Schools (EMS) to Additionally Resourced Provision (ARP) and SEN Units. The consultation was largely positive and Cabinet:

1. Supported the recommendation to transfer Enhanced Mainstream Schools to ARP and SEN Units from September 2025.
2. Agreed to invest up to an additional £730,000 p.a. into these provisions from the High Needs block of the Dedicated Schools Grant.
3. Agreed to allocate £85,000 from the High Needs provision capital allocations for investment in the SEND Unit at Preston Primary School to increase capacity from 8 to 16 places in September 2025.

A number of schools have applied to be additionally resourced provision. However, interest from the secondary sector has been disappointing and some secondary schools with EMS have chosen not to transfer into ARPS, meaning there are less secondary schools involved in the process.

The purpose of this scrutiny will be to receive update on the implementation of the transfer from September 2025 and engage with the secondary schools to secure additional applications from the secondary sector and fully understand the barriers to the schools becoming ARPS, identifying ways in which we may overcome this to secure the provision required for children and young people in the borough.

Not having a full complement of secondary schools taking up the places risks undermining the effectiveness and reach of this key element of the local SEND Strategy and means that there may be implications for children upon transition to secondary that there may not be the same type or level of support available to them, potentially creating pressure on special school places and missed opportunities for inclusive education in mainstream settings.

The Committee will undertake the following key lines of enquiry:

- How will the transfer improve the outcomes for children with special educational needs across our Borough?
- How does the project support the Council's vision and strategy for SEND provision?
- What does DfE Guidance tell us?
- Will the changes ensure that there is sufficient and suitable educational provision for SEND pupils in both primary and secondary?
- What are the barriers to secondary schools becoming additionally resourced provision?
- How can the number of ARP placements in secondary be increased?
- To what extent do families and schools understand the changes and how will they be engaged during implementation?
- Can lessons be learnt from the primary ARP model and the higher uptake?
- Is the funding provided to ARP adequate and sustainable for them to provide the support needed?

Who will the Committee be trying to influence as part of its work?

Cabinet, schools, parents, other stakeholders.

Expected duration of review and key milestones:

Five months:

Scope and Project Plan – 11 June 2025
 Evidence gathering – June to October 2025
 Draft Recommendations – 12 November 2025

Final Report – 17 December 2025 Submission to Cabinet – 15 January 2026	
What information do we need? Existing information (background information, existing reports, legislation, central government documents, etc.): Legislative background DfE Guidance – SEND Code of Practice 2015 Review of Enhanced Mainstream Schools – Consultation Document October 2024 Cabinet reports – September 2024 and January 2025 Consultation responses from parents, schools and partner agencies. ARP Policy May 2025 Service Level Agreement – ARP Options Appraisal – December 2024 Local Area Inclusion Plan December 2024 New information: Views of Headteachers, specifically those in secondary schools Views of parents Views of partner agencies such as speech and language therapy, occupational therapy. Records of monitoring Comparisons from other local authority models.	
Who can provide us with further relevant evidence? (Cabinet Member, officer, service user, general public, expert witness, etc.) Council Officers Secondary Heads Stockton Parent Carer Forum North East and North Cumbria ICB	What specific areas do we want them to cover when they give evidence? Introductory Presentations Legislative and financial overview Parent/ Carer Perspective Issues/ feedback
How will this information be gathered? (e.g. financial baselining and analysis, benchmarking, site visits, face-to-face questioning, telephone survey, survey) Committee meetings Visits to primary and secondary schools with ARP provision – early September Meetings with Trusts and secondary schools without ARP provision – late September/ early Oct	
How will key partners and the public be involved in the review? As above.	
How will the review help the Council meet the Public Sector Equality Duty? The Equality Act 2010 protects everyone from discrimination on grounds of nine Protected Characteristics, including Disability. The Council is under a duty to:	

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The review will contribute towards meeting the Council's requirements under this Duty, particularly in relation to the outcomes for more vulnerable children.

Completion of an Equality and Poverty Impact Assessment (EPIA) will be integral to the Select Committee review.

How will the review contribute towards the Joint Strategic Needs Assessment, or the implementation of the Health and Wellbeing Strategy?

Stockton-on-Tees Joint Health and Wellbeing Strategy 2019-2023:

All children and families get the best start in life.

All people in Stockton-on-Tees live well and live longer.

All people in Stockton-on-Tees live in healthy places and sustainable communities.

Provide an initial view as to how this review could lead to efficiencies, improvements and/or transformation:

- To identify solutions to the ongoing sufficiency difficulties, ensuring that children in Stockton on Tees have access to the most appropriate support to meet their special educational needs.
- To ensure that SEND provision in mainstream schools in Stockton on Tees is accessible, effective and sustainable.
- The review could help challenge any misconceptions and shift views and practice in secondary schools to allow for more opportunities to access support for children and young people.

Project Plan			
Key Task	Details/Activities	Date	Responsibility
Scoping of Review	Information gathering	23 May 2025	Scrutiny Officer Link Officer
Tri-Partite Meeting	Meeting to discuss aims and objectives of review	29 May 2025	Select Committee Chair and Vice Chair, Cabinet Member, Director, Scrutiny Officer, Link Officer
Agree Scope and Project Plan	Scope and Project Plan agreed by Committee Introductory Presentation	11 June 2025	Select Committee
Publicity of Review	N/A		
Obtaining Evidence	Introductory presentation Stockton Parent Carer Forum North East and North Cumbria ICB Kerry Coe - Primary Head Andrew Murphy – Sec Head Feedback from Trust and Secondary Visits	11 June 2025 16 July 2025 17 September 2025 15 October 2025	Select Committee
Members decide recommendations and findings	Review summary of findings and formulate draft recommendations	12 November 2025	Select Committee (Informal Session)
Circulate Draft Report to Stakeholders	Circulation of Report	November 2025	Scrutiny Officer
Tri-Partite Meeting	Meeting to discuss findings of review and draft recommendations	3 December 2025	Select Committee Chair and Vice-Chair, Cabinet Member, Director, Scrutiny Officer, Link Officer
Final Agreement of Report by Select Committee	Approval of final report by CYP Select Committee	17 December 2025	Select Committee, Cabinet Member, Director
Consideration of Report by Executive Scrutiny	Consideration of report	20 January 2026	Executive Scrutiny Committee
Report to Cabinet/Approving Body	Presentation of final report with recommendations for approval to Cabinet	15 January 2026	Cabinet

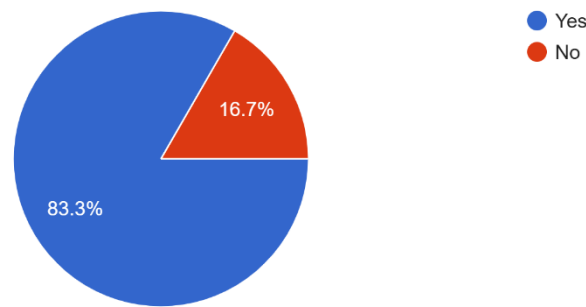
STOCKTON

PARENT CARER FORUM

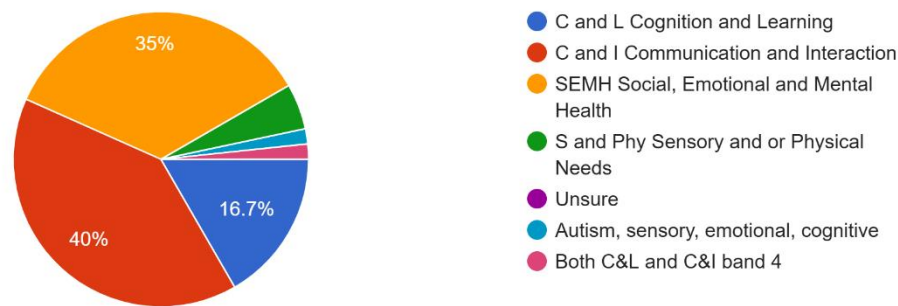
Evidence from Parent Carers regarding the current situation regarding Secondary ARPS in Stockton.

This information is in a raw state and not change it any way. Those comments in Red are direct quote that may be used when presenting evidence.

Does your child have an EHCP?
60 responses

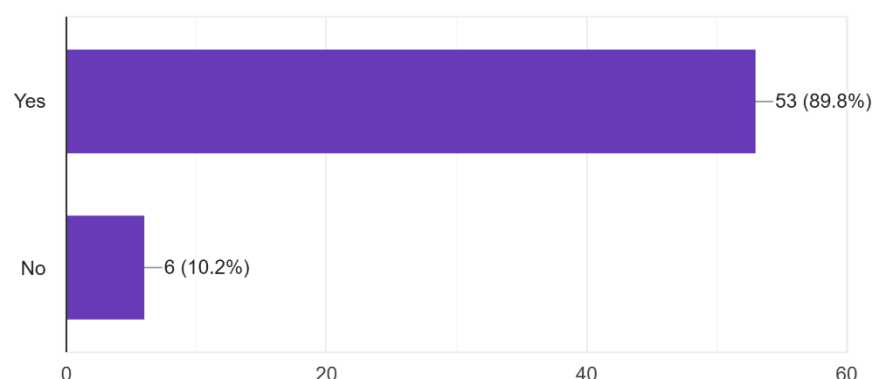


What is your child/young persons primary need
60 responses



Do you have concerns that your child's needs can not be met in a Standard secondary mainstream school?

59 responses



What are your current feelings about secondary education, thinking about your individual child's needs being met?

I think smaller specialist provision would be best to meet needs. I have concerns that a base within a mainstream secondary would not provide the required support, leave vulnerable young people open to exploitation and would be in an overwhelming environment.

Child needs a small class size with high staff ratio, without an adequate provision child won't be able to be educated.

Very little options available locally and I know she wouldn't cope in a mainstream.

They haven't and didn't.

I'm starting to look at secondary schools for my child, who's in Year 5 now and going into Year 6 in September. I think the ARP is a great idea, but none of the schools offering it in Stockton are close to us. That makes it hard, as I don't drive and would struggle to get him there. One of the schools is just under the 3-mile rule, but there's no way my son could walk that far safely—he's never been able to walk to primary school on his own.

No suitable places

Child is being completely failed in mainstream school currently

He is now out of the borough in a specialist provision and thriving. No support whatsoever in Northfield School

Would need specialist or sen unit. As none available would need specialist

Absolutely dreading it. I feel sick with worry as feel because my child masks she isn't going to get her needs met. I believe as a parent she needs specialist but the LA believe her needs can be met through mainstream. I feel secondaries are so big and overwhelming and she is not going to cope. How are there going to be enough spaces for all the SEN children when only 3 schools have signed up?

Poor, staff not reading/following SEN plan

very concerned that mainstream will not be able to meet need but knowing specialist may not be appropriate either.

There is not enough support for children with SEN. SEMH in particular is not taken seriously. The secondary schools even more so are not built for children with SEN and SEMH. The whole system needs to be completely changed

The lack of SEMH provisions is concerning and the lack of SEND placements overall in secondary school. When considering research secondary school placements for SEND should have an increase in numbers compared to primary and recent research shows a demand for SEMH places. The current numbers are a huge reduction in placements from primary to secondary school, when children with SEND can experience greater challenges in secondary education, where increased academic demands/curriculum, social pressures, large environments and reduced individual support can exacerbate difficulties. This risks child having to be educated outside the area which increases costs e.g. transport. Mainstream provisions could increase the need for 1-1 support (increasing costs to the Local Authority). Mainstream schools can be tempted to say they can meet needs to spend the money on interventions across the board rather than the individual child. Some secondary schools have decided not to transfer over to the new ARPs/ SEND units and a survey of the local schools reasoning behind this would be beneficial. For a child who has come from an ARP or SEND unit - the current lack of places may mean they may have to attend a mainstream provision for secondary. Having a technical college such as the UTC south Durham more locally, which offers smaller class sizes and practical opportunities may be beneficial in our area. The moving of the skills academy (Billingham) into a large provision and closure of the endeavour unit has already significantly reduced opportunities for SEND children in Stockton. The widely used term 'Inclusion' in mainstream can mean 'exclusion' for some children with SEND.

Scared. Needs not being met in primary. EHCP refused and we have appealed. Child only goes to school at the moment because I work in the building.

It scares me that there isn't enough support or resources to meet needs at present

Very scared and sad

Not one of the secondary schools in Stockton who were consulted for a place for my child (6 schools) said they could meet his needs. They all declined to admit him. This has resulted in my child being educated at an independent school Outside of the LA as they were the only school that agreed they could meet his needs. The lack of secondary provision in the LA is appalling and the rates at which our vulnerable children are being suspended or permanently excluded when the provision isn't right needs serious consideration

Won't be met in mainstream

Secondary education has been as problematic as primary; my child is in NEAS Kiora but his needs are changing but they are still working from a EHCP that is several years old - an 8-year-old autistic boy is very different to a 14/15-year-old one

Not possible in big schools

Don't feel they can be met

My son won't cope; it will affect his mental health badly. I'm worried about him attending, I'm worried about the impact on my job and career. I'm worried he won't do well academically when the potential is there with the right setting and support.

Currently wholly inadequate, my child will be starting Y6 in September

My eldest currently has access to the base at an EMS which works well for her as she doesn't need support full time but I'm concerned about my youngest. She starts secondary in two years and will need more support than eldest which she will struggle to get with the way things are going.

They have not been therefore he missed a year of education because the school couldn't meet need and the SEND panel said they could and whilst they argued between them his mental health declined rapidly and he had no education.

There is a total lack of mainstream provision to meet the needs of my child's needs, even those with a 'sen' base. The fight for an EHCP has now progressed to tribunal, and I dare say we will need to fight for a secondary, specialist, placement, as even her current mainstream cannot meet her needs and have voiced concerns that she will not manage a mainstream secondary.

Won't be met

Only a specialist provision can meet my child's needs - however I have had to go out of LA area to find this

Scared about my child's future

I'm terrified. All I hear is horror stories about unmet needs and bullying.

My child is unable to cope in a standard mainstream as they need a higher level of SEMH/therapeutic/relational approach, but as they are academically able the options for secondary education in the area seem very limited

I don't think there are any options. My child's needs will not be able to be met in mainstream. Therefore, he needs a special school for secondary as the only other option, the only school in Stockton likely to be suitable is Abbey Hill. I have no idea yet if that school will be a good fit for him. He is going for into year 5 so nearly secondary age

Petrified to send her. Worried how secondary school will impact my daughter's health. Will they cater for my daughter's additional needs and support her? Three Primary schools failed her.

Not good enough current Ems place has not taken up Arp and are now saying they can't meet need.

My child currently can access a thrive room in primary but my concern is this won't be a provision in secondary we will ideally need a secondary with a base he can access when overwhelmed otherwise I can see him refusing school and developing anxiety over school undoing all the good progress he's made in primary school. If enough schools do not provide this then this limits bases to only those with the most severe needs limiting my son's ability to get the support he needs.

I feel. Secondary education has a massive jump in expectation and ability. My son is significantly younger mentally and emotionally than an 11-year-old which could lead peers and teachers to manage him differently in a detrimental way, if they are unable to meet him where his abilities are. My child is vulnerable socially, so having access to similar peer group is important and not being left with much more socially mature children which could impact him through bullying etc.

Secondary schools are only looking at results and do not want to be bothered with EMS or the new ARP. Although my child is lucky and at the moment the school have got things in place this has not been without a big fight, where the school kept saying they couldn't meet need but had not shown evidence that they were even trying.

It is a long way off for us but I am really concerned now.

My child has access to a hub within mainstream setting with a teacher who he goes to for anything. She has been a huge support for him in school. Without the hub he would not have managed his first year in senior school. They have also made reasonable adjustments to his school day and have been supportive throughout his first year.

I am concerned that I will struggle to find my child a suitable school place, it was a real struggle to get their primary school place when she had clear need and was not receiving an adequate education in mainstream, the lack of appropriate secondary school places is another thing to worry about for me and my child.

Scares me I honestly think my child will have to leave school education

I don't know of anywhere suitable

They won't be met he struggles every day in a small primary school and going in to a busy mainstream he won't cope at all

Worried they will not be able to stay with their classmates from primary school as the secondary school hasn't signed up

Not sure

Terrified she will not cope in mainstream.

Scary he will not cope and I fear the very worst for his mental health

She has a place in specialist and that should meet all needs but we didn't feel we had a choice.

Not being met

Horrendous, discriminatory, "one size fits all" box.

In secondary education, the number of students is high which is impeding individual care.

the current situation will not meet my child's needs

I find that the teachers don't put a lot of effort into understanding the child. My daughter is just coming to the end of Year 7 and they still haven't got a grasp on how to communicate with her, promote resilience and instil confidence. It seems like they're there to do a job, impart the information required for that lesson and that's it.

They are now, but still awaiting formal diagnosis

There is no clear guidance on what the provisions look like and how education is delivered or supported

Very scared about his transition and his welfare in future

I'm hoping in September the secondary school will look at helping with an ehcp

Why is having additional choice for your child's education important?

To make the best choice for my child I need to consider a number of options

It's not about having an additional choice; a standard secondary mainstream is not a choice as doesn't provide the provision the child needs to be adequately educated. They would not receive an adequate education in a standard mainstream secondary as they are not equip for each other. Having an additional choice would involve having a choice from different placements which standard mainstream children get as they are able to choose from different secondary schools. When a child has Sen raising from their disabilities they need a different provision, **it's not about choice any more, it's about need.**

So, we can find the right provision for her, which considers all her factors not just the primary need listed on her EHCP and staff who have adequate training, knowledge and understanding of our children.

It's effected my child massively and he has lost 2 years of education he has left this year and has very little provision in place.

Having more choices for my child's education matters because not every school works for every child. Children learn in different ways, and it's important to find a place where they feel supported and can do their best. More options mean I can choose what's right for my child, not just what's available.

Scared. there is currently no suitable provision

Would love a smaller unit for her to thrive in

He learns differently to others, so needs more support

We understand our children the best and see their struggles when the mask comes off

So, we don't get school refusal from anxiety of her needs not being met

To help stabilise mental health and give the same/best opportunity as everyone else

education is a legal requirement therefore parents should be offered as much choice as possible. It's unfair for parents to face penalties when attendance falls due to unmet needs in mainstream and parents shouldn't feel like they have to sacrifice working to EHE. The benefits of a school (that can meet need and is the correct placement) far outweigh what I as a parent can offer via EHE, and if education is a legal requirement, then more choice and provision should be offered for my child's education, and such provision should be within my local area.

So that they can get the support they need

To give children with SEND the same opportunities, the right environment that enables them to be educated and develop to achieve their full potential.

My child is very academic but can't cope with the social side of being in a classroom. A chance for him to learn in a smaller, more understanding setting would be amazing

Otherwise, she may end up out of education

Each child is individual and unique - primary schools nurture children with needs. Mainstream secondary schools do not invest the same funding or expertise in their SEND children and this needs to change

So, they feel they belong

My sons went for a visit to an EMS base during transition, it was horrendous, why is it one approach? Why can't it be needs-led with a mix of provision to meet needs?

Put them in an environment to help them thrive

It's important for understanding support and for him to feel safe and have an education

So that he gets the best support, he can achieve the best he can, to support his mental health. I don't want this to knock his self-esteem when we've spent so many years getting to where we are now.

One size does not fit all, so the option of a provision that will give my child the best possible opportunity to reach her potential is vital, otherwise I will fail her, the school will fail her and the LA will fail her. My failure will not be for the want of trying though.

I'm more concerned that there isn't going to be enough places to meet the demand of those that need extra support.

Each child who has additional need is different and therefore mainstream does not always meet need. The mainstream settings try with the limited resources and you see children sharing equipment and TAs because funds are stretched but their voice is never heard even though they are in an educational setting seeing these children daily and knowing they cannot do anything to change the failings when they themselves are told they must find a way to meet need. The child's voice and choice should always be heard and instead the LA are seen to put SEND school provision in place when the children have one or 2 years left and the pressure is high to bring the child to where they need to be in education

More choice means better options for my child. It also means we can suitably assess each school and determine how and if they will meet her needs, as opposed to square peg, round hole, like we are currently.

So that they can actually thrive to the best of their abilities

With the correct support my child has successfully managed to remain in mainstream primary school however they are due to start secondary school September 2027 and worry without the correct support he will be excluded his current primary school are also worried as they feel it would be setting him up to fail if they don't provide what he requires to thrive which is extensive OT breaks and therapy continually throughout the school day and we need secondary school places who can accommodate these high needs.

My son is very bright with high aspirations but the current mainstream education system isn't set up to support him. Having more choice means we might have a chance of meeting his needs.

My child has the ability to succeed in education in the right environment, with the right support.

Children who don't have additional needs can list their choices 1-3. Because my son has high needs in cognition and learning and in communication and interaction the choice is taken away if we don't want to spend ages travelling to and from school

Gives us options, allows us to find an inclusive setting.

So, we can get the education they deserve

See all I've said above and in addition as the numbers of children needing support increases the provisions available need to increase in line in order that all children can access support. If bases or ARPs aren't available on a SEN plan and have to be EHCP only then how does a child like mine get any support? Support could be given so easily but it's always a fight why? Schools need to be made to provide for all children this should not be optional.

Additional choice means his needs are equally as important as mainstream children's. Not allowing him to access an education that can meet his needs is not acceptable and is not a great way of starting a child's life. Not providing choice means a child is less likely to find a job, have mental health issues. So, investing in our children means they have a chance to have the future they seek.

My child does need extra help in secondary school to keep on task. To help reassure when things are worrying, to be given time to process the work

Such a wide variety of needs and such limited flexibility in some schools.

Every child has different needs and levels of support obviously. Having choice gives parents more options of what is suitable for their child.

My child's well-being and educational attainment has improved dramatically in the few months they have been at special school as the teachers have the freedom to teach her in the ways she learns best (play, semi-formal curriculum, regular movement breaks, understanding of autism, smaller class size) to not have this choice was leading to poor mental health and my child not reaching their potential which was detrimental to them and others in the mainstream classroom

Because if he has the right setting, he will thrive proven when he left mainstream primary and joined an EMS

There is nothing no choices at the moment!

So, they can still thrive instead of just surviving

They should be treated like other children given the same support they're getting in primary school to allow them to remain with friends in secondary

To carry on the support given in specialist provision

She has struggled to attend in primary due to school-based anxiety. A smaller setting with the correct experience and understanding of her needs -ASD SPD SEMH anxiety communication would be a lifeline if she can't cope in mainstream.

Because another choice is the only option he cannot go into a mainstream secondary and don't meet the need for a full sen one so therefore where does my go?

To give them a package that meets additional needs

So, they can be the best version of themselves and thrive to their full potential.

smaller classes, teaching assistants, reader

My child is currently in EMS soon to be ARP he was put here by the LA; there is no way when he has finished year 6 will he be able to attend a secondary mainstream. Secondary is hard enough without additional needs.

So, parents have the option to make a choice, mainstream does not work for all children and it isn't as simple as what's written in black and white. My daughter would thrive in her learning in a specialist school however she would lose a lot of other skills we've spent 12 years building upon.

My child has made limited progress within her primary with daily support, trying to make sure that support continues so that slow and steady progress is made is vital. Otherwise, you run the risk of regressing even more.

I worry if his basic needs aren't met, he will deteriorate even more

For future role in career

Would you like to add anything else? 25 responses

Not having adequate provision for children will undoubtedly put more pressure on specialist secondary schools. Resulting in the children who need specialist placement to more likely be placed out of area due to not enough places. This is equally likely for children needing a base or equivalent to be placed out of area so they can receive the necessary provision. All costing the LA more money due to not providing the provision that's needed (not wanted) in the local area.

Secondary needs to be quiet small classes and also offer gcse alternatives specialist dyslexia teachers and asd adhd teachers to help them cope with reading writing life growing up and also creative subjects to engage them or it won't work!!

Echp is difficult to get and exhausting to fight for. Child failing and school is just treating her a a neurotypical child and nowhere else for her to go

Stockton LA have been awful to deal with from day 1, there is absolutely no support just parental blame

Better training needed for mainstream teaching staff and better SEN provision

To often our children are forced to go into a setting that is clearly not right for them and this does irreparable damage

Offering a reduction in the number of GCSEs a child has to take and enabling them to attend an AP such as forest school or animal care may be beneficial for some children.

ARPS in primary work so well it's vital to keep that in high school

Sometimes walking a mile in the shoes of children and family's needs to happen. The LA is too far removed from what happens day to day and is making decisions and choices without understanding real impact

Not all mainstream suits our children why should a child fail before we can get the right support

It's the bigger picture not only does my son need the help and support without this it will affect me and my job, my husband and his job, it will affect our younger daughter. The meltdowns will be a huge impact on our daily life.

There is a significant and high need for more specialist provisions within mainstream schools. These must be large bases, but also just for those with SEN needs. One school allows both neurological and neurodivergent children into their unit, which in turn means there are far too many people in a sen base which would totally overwhelm my child.

The current provision is non-existent. I previously worked with North East Autism and there is either that or nothing. There is nothing in between.

We need more secondary schools to step up to help our children to thrive rather than letting our children down and have to come out of educational settings.

An ARP in secondary would not be suitable for my son as he would need 1 to 1 in any mainstream lessons. An SEN provision within a mainstream may have been an option but there are none. Mainstream schools are too focused on exams and results which is largely irrelevant to my son as he is unlikely to take regular exams but he is making some academic progress and I will be upset for him if this stops or slows down when no longer in mainstream

Education that works for everyone is a right and it is incumbent on those in charge to ensure this is done properly and fairly. Make councils fund this for all kids who need it not just those with EHCPs and make all school provide for our kids not just some.

Why were Egglesscliffe school given money towards their new building for EMS and now they decide they cannot do ARP, also money was given to Junction Farm for addition room for EMS to help Egglesscliffe, then Egglesscliffe decided it didn't work. Where was the plan for all this work? It is a lot of money wasted, why can Egglesscliffe take the money and run. Surely if they don't want to be a ARP they should be paying the money back. Stockton Council should be making sure the plans they have now will work and not go down the same route of wasting money like they have with Egglesscliffe

Secondary needs to be specialist for alot of children mainstream with gases just isn't suitable whatsoever

No

If secondary's don't want an APR then they should ensure that they have adequate understanding, training and provision for children's special needs to support them to succeed in their secondary school.

To make the mantra every child / young person matter mean what it says

The current system is not fit for purpose and to be honest not everyone seems to follow the same rules. It like the goal post are constantly being moved and the only people that are suffering are the children. There is big gap between specialist schools and children that are academic but unable to meet the demands of secondary mainstream and doing 11 GCSE. I also find it really frustrating that children that have been born in this country and parents have paid taxes to this country seemed to come second.

N/a

There should be more support given to parents to direct them in the right direction of what type of provision would be best for their child. It's a really daunting responsibility, as for my older daughter I unfortunately picked the wrong setting and she has now been out of education almost 2 years.

Help applying for ehcp

SPCF 14/07/2025

Would you like to add anything else?

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Help applying for ehcp



**North East and
North Cumbria**

Stockton-on-Tees ARP Implementation

Mark Porter

Background



SBC has worked with schools, stakeholders, Parents and carers to transform the current EMS provision to ARPs.



This has created 155 school places



This will provide children and young people with the support they need in the right place, at the right time close to home.



ARPs to be implemented September 2025



This will have a direct impact in increasing the number of school places within the borough that can meet the needs of children and young people with SEND

Oversight



NENC ICB has been sighted on the changes to the ARP provision within the Local Authority.



Plan development and progress monitored via SEND Development Group and SEN Strategic Group.



Cited in JSNA and SEF which have been Co-Produced.

Strengths

Earlier identification & meeting need in primary settings

Increased local provision for primary age children

Increased pathways of support

Rising level of need and increase in EHCPs in EYFS means needs can be met into school.

Established pathways to health services remain unimpacted

Challenges & Mitigation

Challenge	Mitigation
Risk increased numbers of Secondary out of area placements may be required.	Identifying next steps for children in ARPs at Primary to Secondary Transition.

Next Steps

Maintain current pathways to health provision

Ongoing updates through JSNA, Send Development Group & Sen Strategic Group

Emerging risks/issues identified by ICB to be raised through Send Development Group via the strategic Lead for SEND.

**Children and Young People Select Committee
Work Programme – 2025-2026**

Date	Item	Attending
16 April 2025	Review of Narrowing the Gap in Educational Attainment – Monitoring Scrutiny Review of HAF Final Report	Haleem Ghafoor Vanessa Housley Mandie Rowlands
11 June 2025	Scrutiny Review of HAF – Action Plan Review of Narrowing the Gap in Educational Attainment – Monitoring Additionally Resourced SEND Provision – Scope and Project Plan	Mandie Rowlands Councillor Clare Besford Mandie Rowlands Kellie Wigley Vanessa Housley Elisha Dyball
16 July 2025	Additionally Resourced SEND Provision – Evidence	Elisha Dyball
17 September 2025	Review of Narrowing the Gap in Educational Attainment – Monitoring Additionally Resourced SEND Provision – Evidence	Mandie Rowlands Craig Taylor Vanessa Housley Elisha Dyball
15 October 2025	Additionally Resourced SEND Provision – Evidence	Elisha Dyball
12 November 2025	Review of Narrowing the Gap in Educational Attainment – Monitoring Additionally Resourced SEND Provision – Draft Recommendations	Gill McCleave Vanessa Housley Elisha Dyball
17 December 2025	Review of Narrowing the Gap in Educational Attainment – Monitoring Additionally Resourced SEND Provision – Final Report	Sharon Stevens Vanessa Housley Elisha Dyball
14 January 2026	Review of Narrowing the Gap in Educational Attainment – Monitoring	Claire Tiffany Vanessa Housley
11 February 2026	Review of Narrowing the Gap in Educational Attainment – Monitoring	Mandie Rowlands Vanessa Housley
11 March 2026	Review of Narrowing the Gap in Educational Attainment – Monitoring	Haleem Ghafoor Vanessa Housley

Items to be scheduled each year

Quarterly

Children and Young People Performance Reports

Overview of Children and Young People's Services and Annual Safeguarding Report

Progress Updates

Contextual Safeguarding and Youth Relationships TBC

Narrowing the Gap in Educational Attainment - Ongoing