

**Date:**

Wednesday 12 November 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 Jack Miller, Cllr David Reynard, 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 - 18)

To approve the minutes of the last meeting held on 17 September 2025.

5. **Scrutiny Review of Additionally Resourced SEND Provision -Feedback from School Visits**

6. **Scrutiny Review of Children Not in School** (Pages 19 - 36)

To receive an introductory presentation and consider the scope and project plan for the Committee's next in depth review.

7. **Chair's Update and Select Committee Work Programme** (Pages 37 - 38)

**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](mailto: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**

<b>Subject</b>	<b>Description</b>
<b>Employment, office, trade, profession or vocation</b>	Any employment, office, trade, profession or vocation carried on for profit or gain
<b>Sponsorship</b>	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.
<b>Contracts</b>	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.
<b>Land and property</b>	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.
<b>Licences</b>	Any licence (alone or jointly with others) to occupy land in the area of the council for a month or longer.
<b>Corporate tenancies</b>	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.
<b>Securities</b>	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 Registrable 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

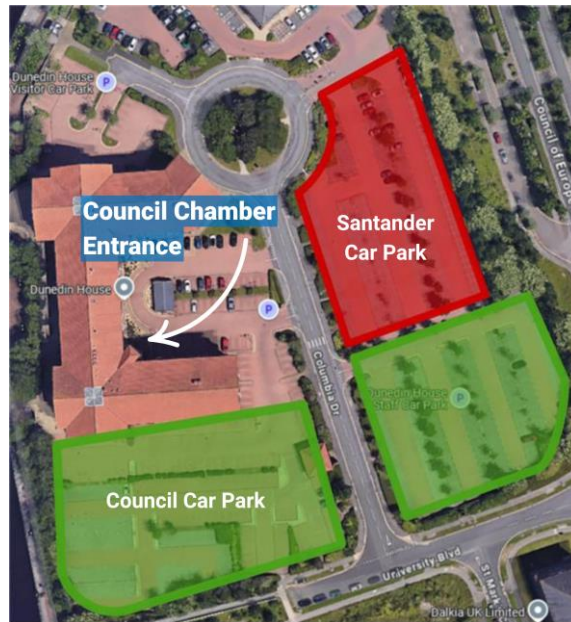
(iii) one of whose principal purposes includes the influence of public opinion or policy (including any political party or trade union) of which you are a member or in a position of general control or management

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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 17th September 2025.

**Present:** Cllr Carol Clark (Chair), Cllr Barbara Inman (Vice-Chair), Cllr Robert Cook, Cllr Ray Godwin, Cllr Lynn Hall (sub for Cllr David Reynard), Cllr Jack Miller, Cllr Emily Tate, Cllr Sally Ann Watson and Cllr Katie Weston

**Officers:** Mandie Rowlands, Craig Taylor, Vanessa Housley, Elisha Dyball and Judy Trainer

**Also in attendance:** Kerry Coe, Headteacher, St John the Baptist Primary and Andrew Murphy, Senior Executive Principal, North Shore Academy

**Apologies:** Cllr David Reynard

### **CYP/19/25 Evacuation Procedure**

The evacuation procedure was noted.

### **CYP/20/25 Declarations of Interest**

There were no declaration of interests recorded.

### **CYP/21/25 Minutes**

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

### **CYP/22/25 Monitoring of Recommendations - Scrutiny Review of Narrowing the Gap in Educational Attainment**

The Committee's final report of the Review of Narrowing the Gap in Educational Attainment had been considered by Cabinet in October 2024 who had accepted all 17 recommendations.

Given the breadth of the work, a recommendation lead had been identified for each objective to present actions plans and report progress to the Select Committee.

The meeting considered action plans in relation to Recommendation 11,15 and 16.

Key issues highlighted and discussed were as follows:

Recommendation 11 - Strengthen our approach to career pathways for children, young people and their parents

- With regard to the Stockton Careers Network, it was acknowledged that schools often experienced difficulties in releasing staff. The timing of these meetings was

being reviewed to improve attendance and, where schools could not attend, there was a need to find other ways of taking messages back

- Members praised the reintroduction of work experience and standardised approaches to careers education and support
- Close working between the careers team and the economic development team was commended
- The Stockton Born and Bred initiative highlighted pathways to success that could be achieved locally
- The Tees Valley Youth Guarantee Trailblazer was running from spring 2025 until the end of March 2026 and confirmation of funding till March 2027 had been received
- The importance of masterclasses for the gifted was also highlighted

Recommendation 15 - Embed and extend pastoral support in schools targeted to need

- Children's services enjoyed positive working relationships with the various Academies with long standing relationships with school staff and the Stockton Strategic Education Board had recently opened up their membership to Trusts
- A Risk of Disengagement Indicator would identify and RAG pupils that needed some additional support to improve attainment

Recommendation 16 - Strengthen Support for Parent / Carers to develop language and reading skills

- Following the success of the national Multiply programme, new 'Bitesize' funding flexibilities for 2025/26 had been negotiated and secured. These were short 1-3 hour programmes that targeted individuals in innovative, flexible and non-threatening ways
- Members noted that the teaching of English as a foreign language took place in various settings such as churches
- Members requested full details of the numbers engaging across the whole Borough in future progress updates
- Officers confirmed that now the action planning stage was complete, future updates would focus on progress and impact

AGREED that the Action Plans be approved and progress updates be scheduled into the Select Committee Work Programme.

## **CYP/23/25 Scrutiny Review of Holidays are Fun**

The Select Committee received an updated action plan in respect of their previous review of Holidays are Fun along with an update on the summer programme.

Key issues highlighted and discussed were as follows:

- DfE funding. Although free school eligibility had increased, there had been a reduction in funding. For 2025/26 the funding for Stockton on Tees was £883,540
- Auto enrolment for free school meals might result in an increase in funding
- On Thursday 28 August 2025 the Government announced that HAF would continue under the Best Start in Life mission and had committed a further £600million for the next 3 financial years
- A snapshot of summer activity was provided which revealed:

Total approved sessions – 14166  
Average sessions attended – 6.4  
Unique attending learners – 1713  
Free sessions attended – 10937  
Paid sessions attended – 105  
Total sessions cancelled by provider – 522  
Total sessions cancelled by booker – 3053  
Total sessions declined – 2741

- The range of provision was outlined which included a teen offer as recommended by the Select Committee. The strong partnership working with Tees Active was commended
- Members queried communications with town and parish councils and officers undertook to follow this up with the communications team
- There were strict criteria from the DfE that 85% of places had to go to those children and young people in receipt of free school meals, and that the prime objective was to ensure that they received a meal each day during school holidays. However, consideration as to how paid for places could be introduced to help make the programme sustainable had been a recommendation from the Select Committee
- Members expressed concern about the number of cancellations and it was noted that the new booking system would provide better information for planning going forward

AGREED that the update be noted and a progress update be presented to the Select Committee in due course.

## **CYP/24/25 Scrutiny Review of Additionally Resourced SEND Provision**

The Select Committee received presentations from Kerry Coe, Headteacher, St John the Baptist Primary and Andrew Murphy, Senior Executive Principal, North Shore Academy on their experiences of moving to Additionally Resourced SEND Provision (ARP).

ARP and SEN (Special Educational Needs) units had created 155 school places, with Stockton Council investing an extra £730,000 a year to create them. Primary schools were on board, but there had been a disappointing response from secondary schools leaving parents with concerns.

The presentation from Kerry Coe, Headteacher, St John the Baptist Primary outlined:

- Defining Our Moral Purpose as:
  - Every decision is rooted in doing what's best for children
  - We are driven by equity, compassion, and ambition and most of all LOVE
  - Education as a tool for transformation
  - Inclusive practices in teaching and leadership
  - Celebrating diversity and removing barriers
- The strategy for Improving Outcomes included:
  - High-quality teaching and learning
  - Targeted support and interventions
  - Data-informed decision making
  - Staff development and wellbeing
  - Parental involvement

- Multi-agency
- Our Wider Officer: Inclusion in Action:
  - Every child deserves access to enriching experiences — regardless of background or need.
  - Trips and experiences are free or heavily subsidised
  - ARP pupils are included in all mainstream opportunities
  - Examples : ice skating, farm visits, theatre, sleepovers, residential
- Impact so far:
  - Improved progress and attainment for individuals
  - Positive pupil voice and engagement
  - Staff reflections on inclusive practice
  - Strong parent feedback
  - Positive impact on mainstream pupils
- Barriers:
  - Complexity - Many pupils present with multiple and overlapping needs, including often unmet SEMH (Social, Emotional and Mental Health), which make daily school life a challenge — for them, staff, and peers
  - Data vs. Humanity - These children may impact headline data, but they are not just numbers. Their stories matter. Their progress may not always be linear, but it is meaningful
  - Beyond Categories - Pupils don't fit neatly into boxes. We must move beyond labels and see the whole child.
  - We must challenge the narrative that some children are too difficult to include
- Call to Action
  - Encouraging reflection and collaboration
  - Identify and remove barriers
  - Funding – to suit the needs of the child
  - Invest in supporting parents
  - Reaffirming collective responsibility

The presentation from Andrew Murphy, Senior Executive Principal, North Shore Academy outlined:

- ARPs across the Northern Education Trust
- The ARP at North Shore was referred to as the “Hub” – a protected area of the school
- Why we have said yes to an ARP?
  - We recognised that we need to adapt in response to the levels of need coming through our doors
  - We needed to have a provision that promotes inclusivity and can adapt to meet the needs of our complex EHCP (Education, Health and Care Plan) students
  - We wanted a space that bridges the gap between school and home. A mainstream school that caters for students who may have not been successful or be able to transition to secondary school
  - A space that provides their key person and an opportunity to regulate in a safe space
  - We wanted these students to be successful, to achieve GCSEs, to develop life skills and to be able to go to their local school

- We wanted the resources and funding to be able to develop expertise and provide appropriate ASD (Autism Spectrum Disorder) support working with Stockton Local Authority to develop and improve
- What does it bring to our Academy and Trust?
  - It brings inclusion
  - It develops our CPD (Continuing Professional Development), our expertise, our experiences
  - It promotes a school wide commitment to HQT (Highly Qualified Teachers), adaptive practice and meeting student's needs – being a core part of the school ethos
  - It brings a richer, more diverse learning environment
  - It allows NSA (North Shore Academy) students to fully accept inclusion and potential differences
  - It upskills our staff to use expertise from our Hub into mainstream lessons
- Opening the Hub doors...
  - It allows the expertise we develop and space we have created to access other vulnerable students in our academy
  - We promote social inclusion - so hub students regularly interact with other students
- Enrichment/ PFA (Preparing for Adulthood)
  - SEND / Hub specific enrichment
  - Trips
- The Impact
  - One student had never attended a PE lesson at primary school – he now attends
  - One student couldn't change himself – he now is independent in changing for PE
  - One student refused technology lessons – it took a while but he now goes
  - One student refused to engage with other students – he now has friends
  - One student hid under the table in transition – he finished year 7 at 98% attendance
  - One student would bolt home to play on this play station – he now stays for enrichment twice a week
  - One student never received praise in an educational setting but now floods the room with positive praise cards
  - One student wouldn't leave the safety of the Hub but now goes to meet friends at social time
  - One student would never give themselves credit but now is understanding he can overcome challenges he couldn't in the past
  - One student will now attend 1:1 maths tutoring with a separate member of staff
- Challenges – Things to consider
  - NSA go through a formal EHCP consultation process for students being named in our ARP
  - It is really important that we (NSA and Stockton LA) get the right students named
  - Too complex needs “unsettles”, consumes resources, impacts on the success of other students
  - Early intervention before barriers escalate
  - Parent/ carers, LA and setting to work together
  - Clarity and strong parental engagement from the start is crucial with a clear understanding of what our expectations are and what provision will be in place
  - In the current “SEND crisis” the importance of innovation and shared success

- We constantly need to develop and evaluate our inclusive practice so it becomes a thread across everything that we do

Kerry Coe, Headteacher, St John the Baptist Primary reported that the school had two ARPs with a total of 30 places, a 24-place SEND unit. It had also taken in children excluded or at risk of exclusion and ran a virtual school hub for 32 children who had been in care.

She challenged the narrative that some children were too difficult to include. The new provision had resulted in improved progress and attainment although the impact on overall school performance could be an issue for some schools, and for some children it could take a long time to see small progress.

Another barrier was that some children had multiple, overlapping and complex needs. However, barriers to learning needed to be removed and children with SEND needed to be able to access activities the same way as other pupils. Funding was not considered to be a barrier and schools were challenged to think more creatively about how they used their funding.

Andrew Murphy, Senior Executive Principal at Northern Education Trust and former head of North Shore Academy which has a communication and interaction ARP, encouraged every school to have an ARP in their building as it added so much to school life. He advised that parents had reported a real difference in their relationships with their children at home and that children were succeeding under the new provision. It had also made a huge difference to the children that were not yet diagnosed but needed extra support. He commented that it was not just about GCSEs, but the life chances and making sure those children could communicate and add to society.

Site visits had been arranged for Committee members to visit the following schools with ARP provision:

- North Shore Academy
- St John the Baptist Primary
- Billingham South Primary
- Bishopsgarth Academy

The Select Committee was advised that the Government's SEND White Paper was expected to be released in autumn 2025, outlining the intended approach to Special Educational Needs and Disabilities (SEND) reform. This White Paper was significant as it came amid increasing calls for action regarding the rising number of registered SEN pupils and the associated challenges faced by councils. It was therefore proposed that the Select Committee's review should be paused to understand the implications of the White Paper on the Select Committee's review with work resuming in the New Year.

## AGREED

- (1) that the presentations be noted and Members advise the Scrutiny Officer of their availability for site visits.
- (2) that, following the site visits to schools with ARP provision, the review be paused to await the outcome of Government White Paper.



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

Consideration was given to the Select Committee's work programme.

It was noted that as the Select Committee's review of Additionally Resourced SEND Provision was to be paused until the New Year, the work programme would be amended to schedule work on the Committee's second in depth review of Children Not in School.

AGREED the work programme be noted.

Chair: .....

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<b>Children and Young People Select Committee</b>
<b>Children not in School (CNIS)</b>
<b>Scrutiny Review</b>
<b>Outline Scope</b>

<b>Scrutiny Chair (Project Director):</b>  Cllr Carol Clark	<b>Contact details:</b>  <a href="mailto:carol.clark@stockton.gov.uk">carol.clark@stockton.gov.uk</a>
<b>Scrutiny Officer (Project Manager):</b>  Judy Trainer	<b>Contact details:</b>  01642 528158 <a href="mailto:judy.trainer@stockton.gov.uk">judy.trainer@stockton.gov.uk</a>
<b>Departmental Link Officer:</b>  Vanessa Housley Head of Service, Education and Inclusion  Elisha Dyball Strategic Lead SEND Practice	<b>Contact details:</b>  01642 527656 <a href="mailto:vanessa.housley@stockton.gov.uk">vanessa.housley@stockton.gov.uk</a>  01642 527164 <a href="mailto:elisha.dyball@stockton.gov.uk">elisha.dyball@stockton.gov.uk</a>
<b>Which of our strategic corporate objectives does this topic address?</b>  <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> <p>This scrutiny review would also support delivery of the following design principles:</p> <ul style="list-style-type: none"> <li>• reduce inequality and prioritise prevention</li> <li>• put communities at the heart of everything we do</li> <li>• use data and intelligence to inform our decision</li> </ul>	
<b>What are the main issues and overall aim of this review?</b>  <p>Children not in school covers a range of scenarios where a child is not accessing a full-time education. The range of reasons a child may not be accessing a full-time education at a school is vast and covers:</p> <ul style="list-style-type: none"> <li>• All reasons for absence from school including authorised absence, unauthorised absence</li> <li>• Pupils on reduced/part-time time tables</li> <li>• Pupils who are accessing Alternative Provision not in a registered school (whether arranged by the school or the local authority)</li> </ul>	

- Pupils receiving Home and Hospital Provision
- Pupils who are CME (Children Missing Education)
- Children who are EHE (Electively Home Educated)
- Children who have no school base and are EOTAS (Educated Other Than at School)
- Children who move into the borough and are waiting for a school place

Strengthened systems for Children Not in School has the potential to:

- improve attendance further
- improve pupil outcomes
- reduce associated anti-social and criminal activity
- reduce demands on community safety resources

**The Committee will undertake the following key lines of enquiry:**

- What are the scenarios where a child may be or become a CNIS? Why do parents choose to take their children out of school and what difficulties does this create?
- What risks and safeguarding issues arise from CNIS?
- What are the statutory requirements in relation to the different scenarios?
- Who has responsibility and oversight to ensure appropriate systems are in place and there are no gaps?
- What support is provided when a child is not in school?
- How well do partner agencies work together?
- What is the impact on the child of not attending school?

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

Cabinet, schools, parents, other stakeholders, MPs, DfE, central Government.

**Expected duration of review and key milestones:**

Five months:

Scope and Project Plan – 12 November 2025  
 Evidence gathering – November 2025 – January 2026  
 Draft Recommendations – 11 February 2026  
 Final Report – 11 March 2026  
 Submission to Cabinet – 16 April 2026

**What information do we need?**

**Existing information** (background information, existing reports, legislation, central government documents, etc.):

Education other than at School (EOTAS) Process  
 Statutory Guidance  
 Ofsted guidance on off rolling  
 Data and trends (benchmarked regionally and nationally)

**New information:**

Views of parents (via established forums)  
 Views of partner agencies (Early help, social care, health)  
 Views of staff  
 Records of monitoring  
 Comparison with other local authority practice

<p><b>Who can provide us with further relevant evidence?</b> (Cabinet Member, officer, service user, general public, expert witness, etc.)</p>	<p><b>What specific areas do we want them to cover when they give evidence?</b></p>
<p>Council Officers</p>	<p>Introductory Presentations</p>
<p>Partner Agencies</p>	<p>Partner perspective – their involvement, breadth of work, what is working well, ideas for improvement</p>
<p>Parents</p>	<p>Reasons why children are not at school</p>
<p>School Support</p>	<p>Targeted offer to school and early intervention</p>
<p><b>How will this information be gathered? (e.g. financial baselining and analysis, benchmarking, site visits, face-to-face questioning, telephone survey, survey)</b></p>	
<p>Committee meetings, feedback sought from established forums</p>	
<p><b>How will key partners and the public be involved in the review?</b></p>	
<p>As above.</p>	
<p><b>How will the review help the Council meet the Public Sector Equality Duty?</b></p>	
<p>The Equality Act 2010 protects everyone from discrimination on grounds of nine Protected Characteristics, including Disability.</p>	
<p>The Council is under a duty to:</p>	
<ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.</li> <li>• Advance equality of opportunity between people who share a protected characteristic and those who do not.</li> <li>• Foster good relations between people who share a protected characteristic and those who do not.</li> </ul>	
<p>The review will contribute towards meeting the Council's requirements under this Duty, particularly in relation to the outcomes for more vulnerable children.</p>	
<p>Completion of an Equality and Poverty Impact Assessment (EPIA) will be integral to the Select Committee review.</p>	
<p><b>How will the review contribute towards the Joint Strategic Needs Assessment, or the implementation of the Health and Wellbeing Strategy?</b></p>	
<p><u>Stockton-on-Tees Joint Health and Wellbeing Strategy 2019-2023:</u></p>	
<p>All children and families get the best start in life.</p>	
<p>All people in Stockton-on-Tees live well and live longer.</p>	
<p>All people in Stockton-on-Tees live in healthy places and sustainable communities.</p>	
<p><b>Provide an initial view as to how this review could lead to efficiencies, improvements and/or transformation:</b></p>	
<ul style="list-style-type: none"> <li>• Identifying all scenarios where a child may be or become a CNIS.</li> </ul>	

- Ensuring a system or process is in place for each scenario thus minimising the time children are out of education
- Provide clarification around overall responsibility and oversight to ensure systems are in place and there are no gaps.
- Support for resource (if necessary)
- Assure accountability across teams and services and ensure the children of the Borough have access to the education they are entitled

<b>Project Plan</b>			
<b>Key Task</b>	<b>Details/Activities</b>	<b>Date</b>	<b>Responsibility</b>
<b>Scoping of Review</b>	Information gathering	October 2025	Scrutiny Officer Link Officer
<b>Tri-Partite Meeting</b>	Meeting to discuss aims and objectives of review	6 October 2025	Select Committee Chair and Vice Chair, Cabinet Member, Director, Scrutiny Officer, Link Officer
<b>Agree Scope and Project Plan</b>	Scope and Project Plan agreed by Committee  Introductory Presentation	12 November 2025	Select Committee
<b>Publicity of Review</b>	N/A		
<b>Obtaining Evidence</b>	Introductory presentations (Claire Tiffany, Sharon Stevens)	12 November 2025	Select Committee
	Home and Hospital, Electively Home Educated, Children Missing from Education	17 December 2025	
	Educated Other Than at School, Alternative Provision	14 January 2026	
<b>Members decide recommendations and findings</b>	Review summary of findings and formulate draft recommendations	11 February 2026	Select Committee (Informal Session)
<b>Circulate Draft Report to Stakeholders</b>	Circulation of Report	February 2026	Scrutiny Officer
<b>Tri-Partite Meeting</b>	Meeting to discuss findings of review and draft recommendations	20 February 2026	Select Committee Chair and Vice-Chair, Cabinet Member, Director, Scrutiny Officer, Link Officer
<b>Final Agreement of Report by Select Committee</b>	Approval of final report by CYP Select Committee	11 March 2026	Select Committee, Cabinet Member, Director
<b>Consideration of Report by Executive Scrutiny</b>	Consideration of report	19 May 2026	Executive Scrutiny Committee
<b>Report to Cabinet/Approving Body</b>	Presentation of final report with recommendations for approval to Cabinet	16 April 2026	Cabinet

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# Children Not In School (CNIS)- Scrutiny Review

Select Committee 12<sup>th</sup> November  
2025

# Scope of the scrutiny

CNIS is the overarching term for any child who is not attending school full time and includes children in the following groups: Absentees, accessing alternative provision, reduced timetables, children missing education not on a school roll, children who educated other than at school and children who are electively home educated.

The termly DfE statutory COLLECT for CNIS focuses on children who are EHE and CME.

All reasons for absence from school including authorised absence, unauthorised absence

Pupils on reduced/part-time time tables

Pupils who are accessing Alternative Provision not in a registered school (whether arranged by the school or the local authority)

Pupils receiving Home and Hospital Provision

Pupils who are CME (Children Missing Education)

Children who are EHE (Electively Home Educated)

Children who have no school base and are EOTAS (Educated Other Than at School)

Children who move into the Borough and are waiting for a school place

# School Absence

## Pupils who are recorded as absentees

The latest DfE data for this academic year shows

Primary absence nationally at 4.56% compared to Stockton figure of 4.42%.

Secondary absence nationally at 7.04% compared to Stockton figure of 7.34%

In Stockton overtime primary levels of absence are better than national averages

Stockton secondary schools are poorer than national averages in particular levels of persistent absence. Last academic year the level of persistent absence improved it remained worse than the national average.

The main reason for absence is illness and this correlates with the main reason nationally for absence from school.

# Pupils accessing part time education

**Definition** – The amount of education expected that a pupil accesses each week is usually based on 25 hours. There is no legal definition in England of exact hours for each age group.

- Any pupil accessing less hours than the length of day for the home school is accessing part time education.
- The DFE *Working Together to Improve Attendance* (2024) states that part time timetables must not be used to manage behaviour even with parental consent.
- Part time timetables are a temporary measure and should be carefully planned for the shortest time that allows before a pupil moves back into full time education.
- It should be reviewed very regularly and must have the consent of the parent.
- Part time education impacts on pupils' academic learning and progress and also on social relationships
- There are currently 164 children of compulsory school age on reduced timetables, 112 of these children have are recorded as having a SEND need.

# Pupils accessing Non – School Alternative Provision (NSAP)

**Definition** - Alternative provision (AP) is education outside school, arranged by local authorities or schools, for pupils who do not attend mainstream school for reasons such as school exclusion, behaviour issues, school refusal, or short- or long-term illness.

- Non School Alternative Provision is a new term promoted by the Department of Education. It means any provision that does not meet the criteria or threshold to legally have to register as a school.
- There are costs when schools and local authorities commission Alternative Provision.
- The commissioners of AP must quality assure, review and monitor the provision to ensure it is safe and provides a quality education and outcomes which are appropriate to the pupil.

## What do we do in Stockton to support pupils?

- Have a team in place focused on supporting pupils in AP including having education plans for pupils who are accessing NSAP
- Have half termly AP networks for schools and agencies and AP providers
- Have an AP framework of providers and oversight of AP across the Borough
- Quality assure AP providers

# Data for Pupils accessing NSAP

- In Stockton the numbers of pupils accessing NSAP commissioned by schools has risen
- In Stockton the numbers of pupils accessing NSAP commissioned by the LA has risen
- Reasons for the rise in the use of NSAP include managing challenging behaviour and a continued rise in suspensions and exclusions
- The rise in the pupils accessing NSAP includes those from vulnerable groups
- There have been 34 pupils since September accessing NSAP commissioned by schools. There were 43 pupils in the last academic year.
- There has been an increase in queries regarding AP for primary aged pupils over the past year.



# Pupils accessing Home and Hospital Tuition

**Definition** - where a child cannot attend school because of a physical or mental health need, and cannot access suitable full-time education, the local authority is responsible for arranging suitable alternative provision

- Children who are of compulsory school age who are on the roll of a school and are unable to attend due to a long-term medical condition or are recovering from surgery and cannot attend are taught predominately in the home by one of the 2 home and hospital teachers. Home and Hospital is a short term stay service until children are well enough to return to school
- Children are supported with enrichment as well as academic subjects English, Mathematics, and Science
- Currently 13 children are accessing home and hospital tuition.
- Children who are in school year 11 are supported through to take formal exams in their homes
- We have recently worked with the designated clinical officer from health to map out a procedure for schools and agencies to give clarity on referral routes to home and hospital.

# Pupils who are Electively Home Educated

**Definition** - Elective home education is a term used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full-time.

Children whose parents have made the decision to educate their child outside of the school system.

Parents take full responsibility for sourcing, and funding the child's education.

The local authority has a responsibility to ensure all children are accessing an education and therefore keeping a register, monitoring and tracking progress is carried out by the locality team caseworkers, the LA have a policy and procedure that aligns with DfE national guidance including legal measures to return children to school in cases where education is not meeting the needs of the child. Last academic year 42 children were returned to school via school attendance order statutory measures.

Each year the number of children electively home educated rises (EHE) currently 476 children registered as EHE.

13 children are open to early help services, 6 are child protection and there are 0 children in our care registered.

In Stockton the main reason parents gave last academic year for removing children to home educate was mental health.

An annual report is presented to HSSCB in September each year with the previous academic year details.



# Pupils who are Children Missing Education

**Definition** -CME are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school

Children Missing Education (CME) are those children not on a school roll

Numbers in Stockton have decreased over the last 3 years this may be attributed to off roll audits carried out 3 weekly by the Locality Team and improved access to timely data by Stockton IMS and the DfE View Your Education Data (VYED)

This academic year 115 children have been referred from Stockton schools, to date 61 have been traced. 32 enquiries have been made from other local authorities and 22 of these have been tracked as in a Stockton school.

All referrals are actioned by the locality team, information is sought from a broad range of agencies and investigations are made within Stockton, Nationally and internationally when necessary.

# Children who receive Education Other Than At School (EOTAS)

**Definition** -Education other than at school (EOTAS) means the education or special educational provision of children or young people outside of a formal educational setting.

- EOTAS is different to Elective Home Education
- EOTAS is provided for under Section 61 of the Children and Families Act 2014, which gives local authorities the power to arrange special educational provision outside of a school if they are satisfied that it would be "inappropriate" for the provision to be made in a school or college setting.
- **Responsibility and Funding:** If EOTAS is agreed upon, the local authority remains legally responsible for securing and funding the provision.
- Monitoring – The Local Authority monitors the provision in the plan and it is reviewed annually
- In Stockton the number of pupils who strictly meet this criteria over the past few years has remained low and relatively stable

# Pupils who have moved into the Borough and are awaiting a school place

There are 2 groups of pupils who this would apply to:

1. Pupils who move into the Borough who have an Education Health and Care Plan and may or may not require specialist education. For these pupils, the process of admission to a school place is carried out by the SEND service following statutory SEND procedures (for example in the last academic year 74 pupils moved into the Borough who had previously attended a specialist school or a mainstream school with a specialist base/provision attached). We have seen a rise over recent years of pupils moving into the Borough who have EHCPs.
2. Pupils who do not have an Education Health & Care Plan. These pupils would be admitted to school via the usual schools admissions process. The LA Admissions team generally aims to secure an offer of a place and notify the parents of the outcome of their application in writing within 10 school days, some can take up to 15 school days

Fair Access Process – Following on from an admissions request to a school some pupils may meet criteria to be eligible to be placed through a Fair Access process. In Stockton we have a process that was co produced with our schools.

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

<b>Date</b>	<b>Item</b>	<b>Attending</b>
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 Stockton Parent Carer Forum North East and Cumbria ICB
17 September 2025	Review of Narrowing the Gap in Educational Attainment – Monitoring  Scrutiny Review of HAF – Action Plan Update  Additionally Resourced SEND Provision – Evidence	Mandie Rowlands Craig Taylor Vanessa Housley  Mandie Rowlands  Elisha Dyball Schools
15 October 2025	Cancelled	
12 November 2025	Additionally Resourced SEND Provision – Feedback from School Visits  Review of Children Not in School – Scope and Project Plan and introductory presentations	Elisha Dyball  Vanessa Housley Elisha Dyball Sharon Stevens Claire Tiffany
17 December 2025	Review of Narrowing the Gap in Educational Attainment – Monitoring  Review of Children Not in School – Evidence	Gill McCleave Sharon Stevens Vanessa Housley  Vanessa Housley Elisha Dyball
14 January 2026	Review of Narrowing the Gap in Educational Attainment – Monitoring  Review of Children Not in School – Draft Recommendations	Claire Tiffany Vanessa Housley  Vanessa Housley Elisha Dyball

11 February 2026	Review of Narrowing the Gap in Educational Attainment – Monitoring  Review of Children Not in School – Final Report	Mandie Rowlands Vanessa Housley  Vanessa Housley Elisha Dyball
11 March 2026	Review of Narrowing the Gap in Educational Attainment – Monitoring	Haleem Ghafoor Vanessa Housley

**Items to be scheduled each year**

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