Children and Young People Select Committee

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Agenda

Date:
Wednesday 14 January 2026 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 December 2025.

5. Monitoring - Scrutiny Review of Narrowing the Gap in Educational Attainment (Pages 19 - 66)

6. Scrutiny Review of Children Not in School (Pages 67 - 90)

To receive further evidence in respect of Children Not in School under the categories of Educated Other than at School (EOTAS) and Alternative Provision (AP).

EOTAS Process attached.

7. Chair's Update and Select Committee Work Programme (Pages 91 - 92)

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.

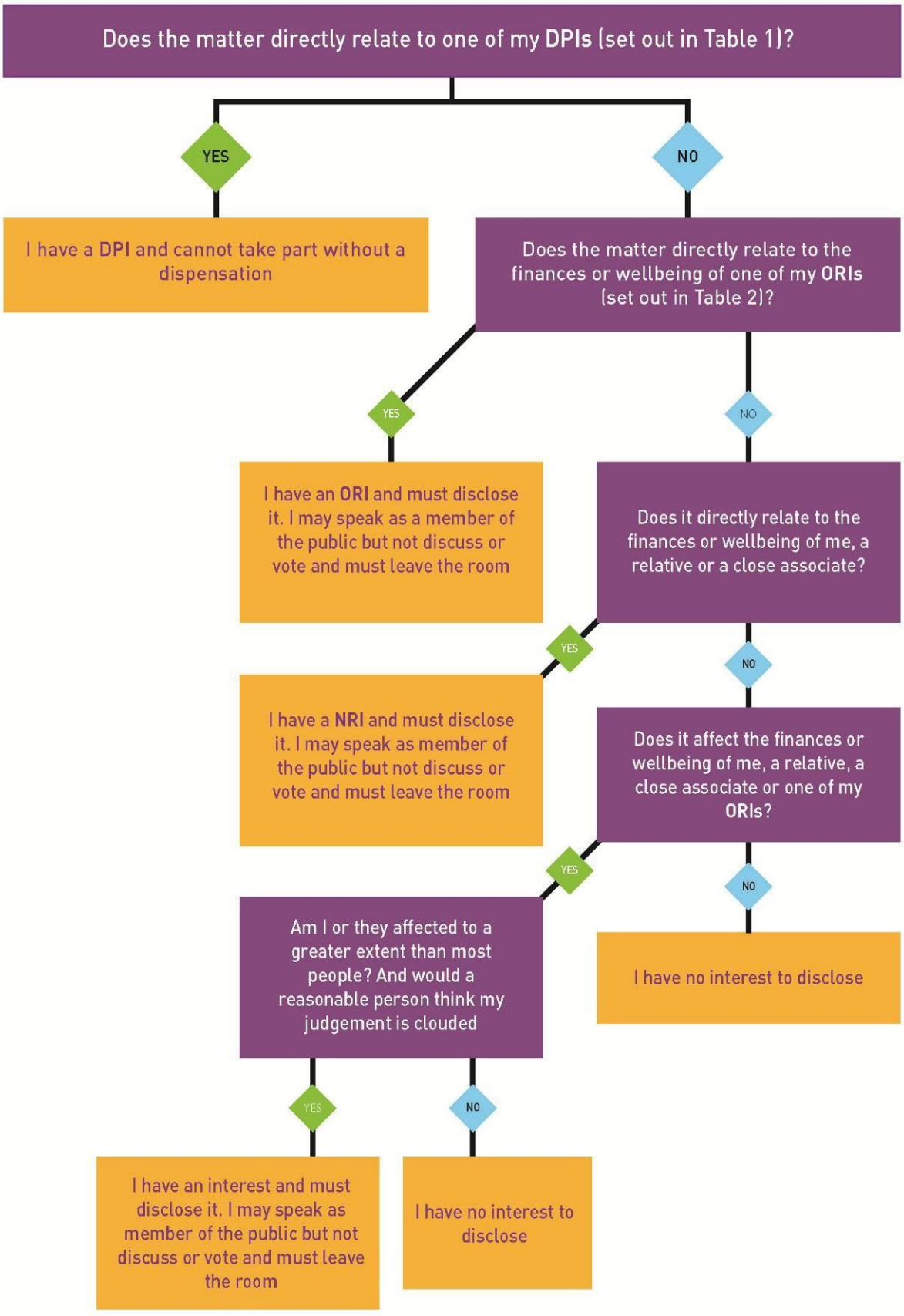
Contact: Judy Trainer, Democratic Services Manager on email judy.trainer@stockton.gov.uk

Stockton-on-Tees BOROUGH COUNCIL

Key – Declarable interests are :-

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

Members – Declaration of Interest Guidance



Stockton-on-Tees
BOROUGH COUNCIL

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.

Stockton-on-Tees
BOROUGH COUNCIL

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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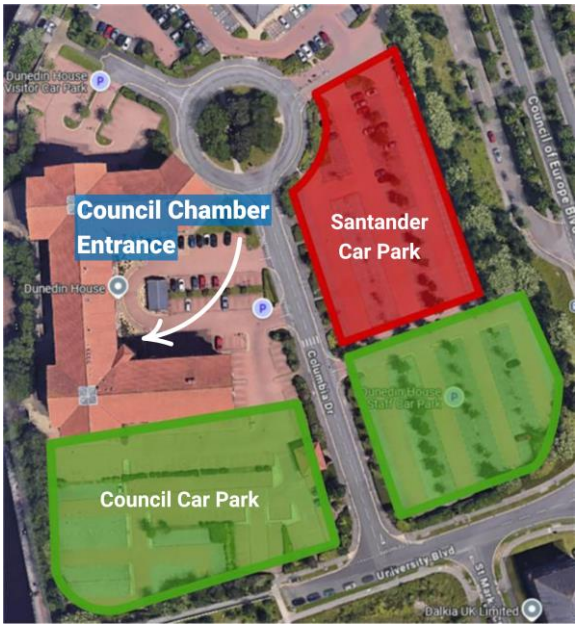
Council Chamber, Dunedin House
Evacuation Procedure & Housekeeping

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.

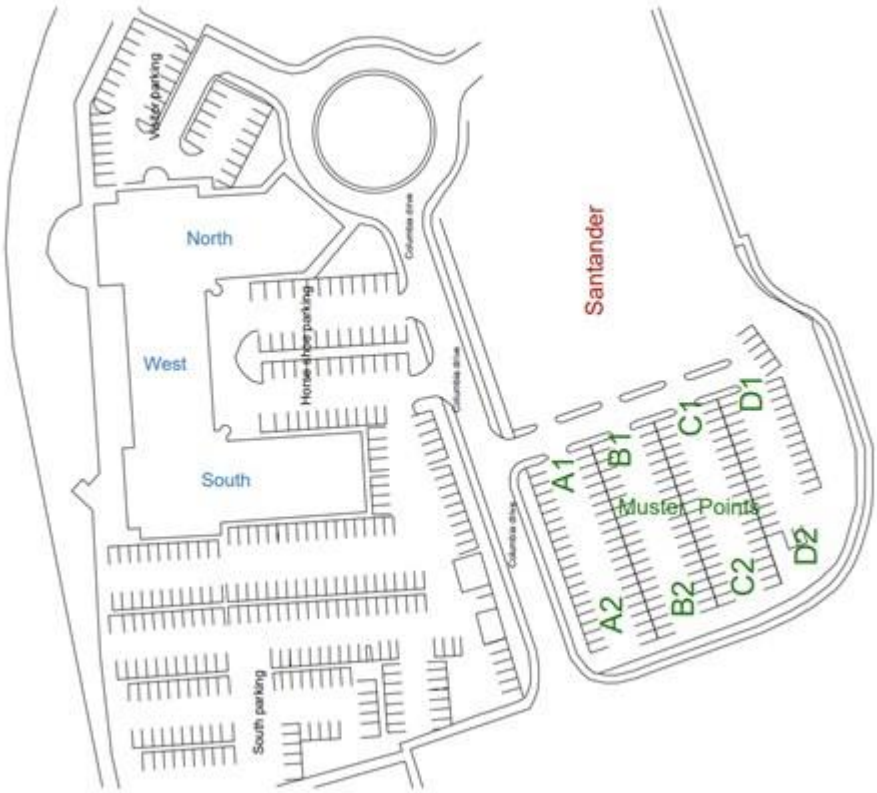
The emergency exits are located via the doors on either side of the raised seating area at the front of the Council Chamber.

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 17th December 2025.

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

Officers: Vanessa Housley, Sharon Stevens, Gill McCleave and Judy Trainer

Also in attendance: None

Apologies: Cllr Ray Godwin, Cllr David Reynard and Cllr Emily Tate

CYP/32/25 Evacuation Procedure

The evacuation procedure was noted.

CYP/33/25 Declarations of Interest

There were no declarations of interests recorded.

CYP/34/25 Minutes

AGREED that the minutes of the meeting held on 12 November 2025 be confirmed as a correct record and signed by the Chair.

CYP/35/25 Monitoring - Scrutiny Review of Narrowing the Gap in Educational Attainment

The Select Committee received progress updates in relation to its previous review of Narrowing the Gap in Educational Attainment.

The review had been carried out using an Appreciative Inquiry Approach. The benefit of the approach had been in the awareness raising of the issues. It had also brought all stakeholders together at events and secured support for agreed objectives and future action.

The Select Committee received progress updates in relation to the following recommendations:

Refine teaching strategies
Further refine teaching strategies to improve lesson enjoyment, encourage speaking and listening and strengthen understanding also ensuring that teaching is tailored to the needs of the individual child.

Developing speaking and listening skills

- Ensure the curriculum and school clubs provide opportunities to develop speaking and listening skills, for example through debating clubs.

- Raise awareness of regional and national opportunities to develop speaking and listening skills

Enhance curriculum development
Work with partners and labour markets, making more explicit links to future employment.

- Innovate a local curriculum.

Enhance skills to respond to special needs
Increase range of opportunities to enhance skills in mainstream schools to respond to Special Educational Needs (SEN), Child Protection Plans (CPP) and Emotionally Based School Avoidance (EBSA):

- Share best practice of integrating SEN pupils into mainstream schools.

- Promote vocational opportunities.

A presentation was also provided which highlighted:

Action Taken
- Established a (free) primary oracy network – meeting half termly
- Sharing of good practice
- Further developed the CPD programme – with a particular focus on SEN
- Development of Post-16 strategy
- Development of Skills for Success programme
- 'Our Children, Our Future' conference

What is Working Well
- Developing partnerships and joining the dots
- Sharing evidence-based good practice
- Constant reflection on impact – increasingly taking into account the views of children and young people
- Uptake of and access to CPD, particularly around SEND

Our Learning
- Even with free networks and Continuous Professional Development (CPD), it was difficult to engage with some schools
- Some of the initial plans had needed to change and adapt due to capacity and in response to the needs of stakeholders
- The focus on building partnerships (relating to all four priorities) had been beneficial and allowed individuals to engage with different perspectives
- Many schools were keen to develop oracy and could see the benefits – but were starting from a low baseline
- The CPD offered around SEND was much improved, but needed further development

Impact so far
- Although the gap in attainment for children in Stockton remained too wide, the attainment of disadvantaged children in Stockton was above the national average for this group on every measure and was consistently amongst the highest in the region

- Attainment of children with SEND was improving for every measure at KS2
- Over half the primary schools in Stockton had engaged with at least one of the oracy networks – 16 schools had registered to participate in the Poetry Slam in January 2026, and a programme of 'big events' was planned for the year
- Raised profile of oracy – school improvement priority for many
- 469 people had attended one of the free training events provided through the Delivering Better Value funding
- SENCo networks had been reshaped and were now providing more opportunity to share practice and promote school to school support and problem solving
- Skills for Success programmes had shown strong impact for individuals at risk of exclusion – and the Council had successfully secured a £31K bid from the DfE to further develop the programme
- Careers Leaders Network had been established and was growing – with schools committed to working collaboratively to develop opportunities for work experience and embed careers in the curriculum

Key issues highlighted and discussed were as follows:

- It was disappointing that even with free networks and CPD, it was difficult to engage with some multi academy trusts. However, it was acknowledged that some trusts operated cross boundary which added a complexity and many had their own successful approaches. Notwithstanding this, the team continued to seek to engage with all Stockton schools
- The ability for children and young people to articulate their views and feelings was important also for managing behaviour
- 10-12 schools to date had engaged with all the oracy events
- Research showed that debating had a positive impact on educational outcomes for disadvantaged pupils and Members asked the network to consider the benefits of establishing a Youth Council for the Borough
- It was important to reduce exclusion rates and Members asked for up-to-date exclusion data to be provided to the Select Committee
- The Poetry Slam was only focused on primary at this stage but might be extended to secondary in due course. Members asked whether some secondary schools could be invited to the event in January 2026

AGREED that the information be noted and further details be provided as set out above.

CYP/36/25 Scrutiny Review of Children Not in School

As part of their review of Children Not in School, the Select Committee received further evidence in respect of children falling under the categories of Home and Hospital, Electively Home Educated and Children Missing from Education.

The Elective Home Education Policy and Policy for Children Missing Education including Children at Risk of Missing Education had been circulated to the Select Committee with the agenda for the meeting.

The Select Committee received a presentation which outlined:

The role of the Locality Team

- Local authorities had a duty to identify; Children not registered at a school and children not in receipt of education

- The Locality team's main responsibility was the monitoring, and interpreting of absence trends from all schools and education providers in Stockton including alternative provision providers, children listed as Education other than at School (EOTAS) and children who were electively home educated and not in receipt of their education
- Also included were the Children who had an Education Health and Care Plan and were educated outside of the borough
- Identify and monitor children missing education, act promptly to provide support and intervention, and apply parental responsibility measures where necessary for unauthorised absence.

Elective Home Education

- The number of children electively home educated had risen each year
- Numbers were steadily increasing year on year up until Covid '19. It was evident numbers surged when school attendance once again became mandatory and the steady increase continued following the national and local lockdowns.
- DfE collect and publish the data on electively home educated children on a termly basis via the Children not in school (CNIS) COLLECT.

Monitoring Children who are Electively Home Educated

Safeguarding checks in isolation are not routine

- This reflected current legislative limits, but it underscored the importance of vigilance during educational monitoring. While checks could not be made without cause, caseworkers had all accessed safeguarding training and could recognise signs of harm and escalate appropriately.

Home visits made by caseworkers are within the remit of monitoring the child's education

- While the primary purpose was educational monitoring, caseworkers remained alert to safeguarding indicators during visits. Professional curiosity was vital—if anything observed raised concern (e.g. unsafe home conditions, signs of neglect), on education-focused visits, escalation to a manager discussion and Children's HUB referral and safeguarding procedures were triggered even though the visit was not a formal safeguarding check.
- This limitation highlighted the importance of inter-agency communication and professional curiosity. While proactive safeguarding checks could not be made without evidence, caseworkers used every interaction (e.g. education monitoring) to identify potential risks and escalate concerns promptly.

Overview of the Process including the Steps Taken

Building Relationships

- Introduced Parent network for EHE parents to inform of the services and facilities available to children and their families
- Health and immunisation
- Health information newsletters circulated
- Careers information
- KS4 college access
- Library and museum facilities
- Wellbeing information
- Feedback from parents resulted in a rewrite of initial contact letters and reports with a more relational approach
- Feeding families food parcels through the HAF Programme

Considerations

- Legislative limitations
- Limited opportunities for professionals' oversight
- Free school meal children
- SEND children
- School place availability

Next Steps

- Broader legislative changes were being debated
- Children's Wellbeing and Schools Bill currently going through the House of Lords and would bring provision for a compulsory register of children not in school and stronger local authority intervention powers
- Private Members Bill to establish a register of home education children at committee stage in the House of Lords

Children Missing Education

- Children Missing Education (CME) were at significant risk of underachievement, poorer health outcomes, harm, exploitation, radicalisation, and becoming NEET (not in education, employment, or training) later in life.
- National research Education Policy Institute "Estimates, trends and characteristics" December '24

The number of children referred to as CME has decreased in recent years

Internal Factors

- Better access to data and uptake on MIS systems
- Improved integration of Management Information Systems (MIS) allowed schools and local authorities to track attendance and pupil movements more accurately
- Real-time data sharing reduced delays in identifying pupils at risk of becoming missing from education
- More timely discussions on pupils absent/missing education
- Regular multi-agency meetings ensured early intervention for pupils with persistent absence
- Enhanced communication between schools and local authority teams helped prevent escalation
- Training for school colleagues on expectations and responsibilities
- Clear guidance on statutory duties for both schools and local authorities
- Training sessions improve understanding of safeguarding implications linked to absence and off-rolling
- Off-roll audits to identify errors or immature practice
- Systematic reviews of pupil off-roll cases to ensure compliance with regulations
- Identification of patterns that might indicate inappropriate practices or gaps in safeguarding

External Factors

- Introduction of Working Together to Improve Attendance
- National framework promoting consistent attendance strategies across schools
- Emphasis on partnership working between education providers and local authorities
- Updated Children Missing from Education Guidance
- Strengthened statutory guidance clarifying roles and responsibilities

- Increased accountability for timely reporting and follow-up
- National data availability
- Access to comparative data enabled benchmarking and identification of trends
- Supported evidence-based decision-making at local and national levels
- CNIS COLLECT data
- Centralised data collection had improved monitoring of pupil movements
- Facilitated early identification of vulnerable learners
- Focus on links to child exploitation and media exposure
- Greater awareness of safeguarding risks associated with missing education
- Media coverage drives public and professional attention to the issue

Safeguarding Information Requested

- Previous Risks
- Has the child been subject to a Child Protection Plan? (Yes/No)
- Previous involvement with social care (dates and reasons)
- Historical incidents (e.g. neglect, physical harm, emotional harm)
- Present Risks
- Current safeguarding concerns (nature and severity)
- Any ongoing investigations or plans
- Agencies currently involved (social care, police, health)

Risk Management

- Assurance reports to HSSCP on an annual basis
- Liaison with other agencies including schools
- Links within the local authority, teams within children's services and the wider council including housing and revenues and benefits,
- External agencies, health, other local authorities, Border Force, Police, voluntary agencies
- Access to DfE sites such as GIAS and S2S

Home and Hospital Team

- Worked with pupils of school age unable to attend school due to physical health problems
- Pupils with mental health problems are referred to SENDMAP for support
- Robust admissions process involving school, parents, agencies and home and hospital lead teacher
- Short term provision whilst pupils are receiving support from health professional (e.g. hospital consultants) and specialist services
- Must have been out of school for at least 3 weeks (exception can be made in some situations for accidents/ planned surgeries)

What we do

- Conduct baseline assessments in English and Maths to identify starting points and learning gaps
- Deliver targeted intervention teaching based on assessment outcomes to address specific needs
- Liaise with the pupil's school to obtain current work and incorporate it where appropriate, ensuring alignment with baseline results
- Include additional subjects as needed, with a focus on Science for KS4 pupils to support curriculum coverage and accreditation

- Use project-based learning approaches to build engagement and motivation through creative, real-world tasks
- Provide teaching through 1:1 sessions or hub-based delivery, selecting the most suitable model for the pupil's circumstances and reintegration plan

Welfare and Safeguarding

- Daily attendance tracking
- All lessons logged
- Home and Hospital teachers attempt to see the child even when not engaging in education
- Schools advised of absence to initiate their safeguarding procedure
- Review meetings are held at least once every half term all professionals involved attend along with the parent and pupil
- The team follow the medical experts' advice when it comes to lesson duration. For example, students with Chronic Fatigue may only be able to endure short lessons a few times a week
- Other students' medical needs might require teachers to wear PPE or to teach online
- The range of subjects might be limited to take into consideration the load on the young person
- The timetable was arranged around the needs of the young person. For example: lessons later in the morning due to sleeping issues or not teaching on days when there are CAMHS appointments as this could be emotionally draining

The team are flexible in their approach to every child offering a service that is tailored to their educational needs and their welfare.

Outcomes GCSE - Pupils were offered a mix of Functional Skills and GCSE qualifications in English and Maths depending on personal circumstances.

Moving On

- At the end of a Home Hospital placement:
    - Completed exit report sent to the school
    - Completed work returned to school
    - Support to return to an alternate provision if appropriate
    - If a year 11 pupil – support with transition to post 16 – link with careers team progression advisors

Feedback and Quality Assurance

- Termly satisfaction data collected from pupils and parents
- Respond to any suggestions for change
- Regular meetings with school contacts to monitor effectiveness of processes and support
- Teachers have lesson observations and book scrutiny
- Teachers have access to the CPD offer from the Education Inclusion and Achievement Service
- Overall, feedback is extremely positive

Key issues highlighted and discussed were as follows:

Electively Home Educated

- Most parents engaged well with the Local Authority and the Information Pack sent to parents clearly set out issues for them to consider prior to making the decision to home educate
- Some parents changed their mind about home educating their children, often within the first three months
- The policy was due for renewal and would be reviewed when there was greater clarity around the Children's Wellbeing and Schools Bill
- The reasons parent chose to home educate were collected. The most common reason related to mental heath and wellbeing. Sometimes parents expressed dissatisfaction with the school
- Members felt that was wrong for parents of electively home educated children to pay for the examinations. Officers undertook to consider this including providing more information in the pack around examination costs
- Members requested further details around educational attainment of electively home educated children

Children Missing Education

- Children often fell into this category due to home moves and there was a multi-agency approach to tackling this issue, which included addressing any safeguarding concerns
- Members asked for more detail on the timescales for children of Asylum Seekers and Refugees accessing school places
- The Council had been awarded the School of Sanctuary Award – this national award recognised the welcoming and inclusion approach by Stockton schools for children and young people of asylum seekers
- The length of time that children were missing education varied as the Council was often dealing with other Local Authorities. However, officers undertook to seek a comparison within Tees Valley Local Authorities from School Admissions data

Home and Hospital

- Numbers of children not attending school due to Emotionally Based School Avoidance appeared to be reducing due to the alternative provision being rolled out across Stockton schools

AGREED that the information be noted and further details be provided to the Select Committee as set out above.

CYP/37/25 Chair's Update and Select Committee Work Programme

AGREED that the work programme be noted.

Chair: .....

Children and Young People Select Committee

14 January 2026

MONITORING OF RECOMMENDATIONS – SCRUTINY REVIEW OF NARROWING THE GAP IN EDUCATIONAL ATTAINMENT

Summary

Members are asked to consider progress updates in relation to the Appreciative Inquiry into Narrowing the Gap in Educational Attainment.

Detail

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

2. The benefit of the AI approach has been in the awareness raising of the issues. It has also brought all stakeholders together at events and secured support for agreed objectives and future action.

3. The review culminated in a report setting out 17 recommendations, as follows:

   That Stockton-on-Tees Borough Council works collaboratively with partners and key stakeholders to deliver the following shared objectives:

   1. Improve attendance
   Support schools to improve attendance:
   - Encourage school leaders' use of the Attendance Self Evaluation Toolkit to identify what is working well, and areas which could be developed
   - Promote an inclusive and relevant curriculum - where a young person wants to attend
   - Work with the Team Around the School Service.
   - Ensure that schools are equipped to deal with health issues.
   - Identify individual barriers to attendance to better target support and intervention with specific reference to young carers

   2. Forge positive relationships
   Ensure that school culture proactively forges positive relationships between pupils, staff and parent/ carers:
   - Promote respectful behaviours from all partners including teachers.
   - Involve parents in school life.
   - Extend opportunities for enhanced transition.

   3. Improve communication
   Design, deliver and support parent/carer 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.

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.

5. **Managing emotions**
   Strengthen environment and opportunities for pupils to manage emotions:
   - Engage with the Healthy Schools Programme and Healthy Settings Programme
   - Design and delivery of courses to meet pupil need and support parents, with specific reference to:
     - managing behaviour effectively.
     - supporting mental health and wellbeing – especially to de-escalate heightened behaviour or to reduce stress levels.
     - positive parenting skills.
   - Strengthen the use of pupil voice to support development of school environments which better support them to manage their emotions.

6. **Refine teaching strategies**
   Further refine teaching strategies to improve lesson enjoyment, encourage speaking and listening and strengthen understanding also ensuring that teaching is tailored to the needs of the individual child.

7. **Developing speaking and listening skills**
   - Ensure the curriculum and school clubs provide opportunities to develop speaking and listening skills, for example through debating clubs.
   - Raise awareness of regional and national opportunities to develop speaking and listening skills

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

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.

10. **Enhance curriculum development**
    Work with partners and labour markets, making more explicit links to future employment.
    - Innovate a local curriculum.

11. Strengthen understanding of career pathways

Clarify pathways to careers early in school life:

- Design and delivery of courses to clarify current career pathways for pupils and parents, including vocational careers and options other than traditional routes.
- Employment & Training Hub to link with schools to notify parents of apprenticeships events.
- Promote aspirational/motivational approaches.
- Strengthen links between schools/parents/careers advisor.
- Share best practice regarding "careers" evenings/ events in primary and secondary schools.
- Invite parents into school who have unusual careers.
- Educate parents on opportunities post 16.

12. Strengthen transition arrangements

Ensure that transition arrangements better fits bespoke pupil needs, with specific reference to vulnerable pupils:

- Ensure plans are put in place well in advance of any transition.
- Consider transition to post-16 and post-18/19 as well as primary and secondary and school readiness.
- Consider transition between year groups as appropriate.

13. Enhance skills to respond to special needs

Increase range of opportunities to enhance skills in mainstream schools to respond to Special Educational Needs (SEN), Child Protection Plans (CPP) and Emotionally Based School Avoidance (EBSA):

- Share best practice of integrating SEN pupils into mainstream schools.
- Promote vocational opportunities.

14. Review behaviour policies

Review behaviour policies to ensure that they are appropriate and proportionate and that inclusion policies align with behaviour policies:

- What happens when a young person is removed from the classroom. Where do they go? What teaching takes place?

15. Embed and extend pastoral support

Embed and extend pastoral support in schools targeted to need.

- Engage with the Healthy Schools Programme and Healthy Settings Programme.

16. Strengthen support for parent/carers to develop language and reading skills

Design and deliver courses and activities to develop reading and language skills.

- Promote Functional English Courses.
- Invite parents/ carers to support reading groups at primary school.
- Promote reading through free Enrichment/after school clubs.
- Ensure parents understand the importance of reading.
- Use school social media to help parents/carers learn
- Ensure materials are easy read/jargon free to involve parent/carers.
- Key messages being shared from antenatal contact.
- Work with Read Easy Charity - helping people learn to read.

17. Review cost of living responses to diminish impact

Review Cost of Living responses to diminish its impact, with specific reference to period poverty, food poverty and school uniform:

- Work with Child Poverty Network.
- Work with schools to better promote/communicate Cost of Living interventions.
- Encourage all schools to 'Poverty Proof the School Day'.

4. Given the breadth of the work, a recommendation lead has been identified for each objective. Now that action plans have been submitted in respect of each recommendation, progress updates will be presented focusing on progress and impact.

5. At the January 2026 meeting, progress updates will be presented in respect of recommendations 1, 2, 5 and 14.

Name of Contact Officer: Judy Trainer
Post Title: Democratic Services Manager
Telephone No: 01642 528158
Email Address: judy.trainer@stockton.gov.uk

APPENDIX 1

PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

SCRUTINY MONITORING – PROGRESS UPDATE	
Review:	**Scrutiny Review of Narrowing the Gap in Educational Attainment**
Recommendation Lead:	**Sharon Stevens**

Updates on the progress of actions in relation to agreed recommendations from previous scrutiny reviews are required approximately 12 months after the relevant Select Committee has agreed the Action Plan. Progress updates must be detailed, evidencing what has taken place regarding each recommendation – a grade assessing progress should then be given (see end of document for grading explanation). Any evidence on the impact of the actions undertaken should also be recorded for each recommendation.

Recommendation 1:	Improve attendance.
Responsibility	Sharon Stevens
Date:	May 2025
Agreed Action:	**Research:** 1a Identify what attendance training is currently in place across teams in Education Inclusion and Achievement. 1b. Identify where the gaps are for local authority officers and school leaders 2. Appraise overall, persistent and severe absence data, patterns and trends will be identified **Communication:** 1a Split the Attendance Network Meetings into separate primary and secondary meetings. 1b. Publish a dossier of successful strategies gained from the Attendance Networks for school leaders 2. Refresh the Local Authority Attendance Strategy across all teams. 3. Attendance at Team meetings across the wider children's services to raise awareness of the support first as everyone business theme from "Working Together to Improve Attendance" *DfE Statutory Guidance August 2024* 4. Attendance Self Evaluation Toolkit Promotion at Education Matters, and Secondary Head Meeting. **Events:** 1. Attendance Network Promotion
Agreed Success Measure:	**Research:** • Establish what is successful and where there are weaknesses.

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	• Develop a bespoke training package for attendance leaders to work with families, children for a joined up approach • Identify schools with the strongest effective early intervention strategies **Communication:** • Relaunch Attendance Network Meetings to share successful school strategies to tackle absence • Schools who have not made significant gains in attendance trial strategies in the first instance • Attendance Strategy launched to schools, local authority teams and other agencies • Build strong relationships and work collaboratively embedding attendance is everyone's business • Challenge and support to use the Toolkit by colleagues across EIA to identify areas for focus and evaluate for impact. **Events:** • Maintain high level of school senior leader attendees, at separate primary and secondary Networks

Evidence of Progress: (January 2026)	**1. Annual Training for New Attendance Personnel**
	
	• Introduced an annual training session for all new school attendance staff.
	• First session delivered on 11 September 2025; now established as an annual event.
	• Purpose: Ensure staff are fully appraised of school-level expectations and LA referral routes.
	
	2. Targeted Support Following Locality Meetings
	
	• Half-termly Locality North and South meetings held to review live attendance data.
	• **Senior Case Worker Deployment:**
	  ○ Commenced September 2025.
	  ○ Two schools currently receiving fortnightly support, including parental engagement, home visits, calls, and letters.
	• **Focused Discussions:**
	  ○ Conducted with two additional schools in July 2025 and September 2025.
	
	3. Sharing Best Practice
	
	• Delivered a session at the Attendance Network January 2026.
	• Focus: Revised whole-school systems and practices in a secondary school that achieved improved attendance.

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	4. Early Intervention Offer Rollout • Implemented in partnership with TASS for Stockton secondary schools in November 2025. • Aim: Provide proactive support to address attendance issues early
Assessment of Progress: (include explanation if required) (January 2026)	2 – On track • Increased awareness and consistency in attendance management among new staff. • Enhanced support for schools with persistent attendance challenges. • Positive attendance trends across all phases. • Improved collaboration and sharing of effective strategies within the network. • Strengthened early intervention framework for secondary schools.
Evidence of Impact: (January 2026)	**Attendance Data Analysis** • Two-term data shows improvements in attendance across all school phases. • Detailed analysis to be included in the Vulnerable Groups Cabinet Report (Spring Term).

Assessment of Progress Gradings:	**1** Fully Achieved	**2** On-Track	**3** Slipped	**4** Not Achieved

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SCRUTINY MONITORING – PROGRESS UPDATE	
Review:	**Scrutiny Review of Narrowing the Gap in Educational Attainment**
Recommendation Lead:	**Amit Law Recommendations 2 and 5**

Updates on the progress of actions in relation to agreed recommendations from previous scrutiny reviews are required approximately 12 months after the relevant Select Committee has agreed the Action Plan. Progress updates must be detailed, evidencing what has taken place regarding each recommendation – a grade assessing progress should then be given (see end of document for grading explanation). Any evidence on the impact of the actions undertaken should also be recorded for each recommendation.

Recommendation 2:	**Forge positive relationships:** Ensure that school culture proactively forges positive relationships between pupils, staff and parent/ carers: ➢ Promote respectful behaviours from all partners including teachers. ➢ Involve parents in school life. ➢ Extend opportunities for enhanced transition
Responsibility	Amit Law
Date:	Autumn 2025
Agreed Action:	**Research:** 1. Gather pupil and parent voice from a range/type of schools regarding what makes for positive relationships in schools (including reception, phone interface, physical meetings, letters and any events to promote relationships) 2. Gather school voice on their practice and strategies employed to build positive relationships with parents, pupils and community and involve in the life of the school 3. Produce a reflective toolkit for schools which supports them to review current position and identify areas for further development **Communication:** 1. Share the outcomes of the CORE offer with all schools which will include expectations regarding the development of positive relationships and culture 2. Produce a showcase booklet to share the practice **Events:** 1. Develop and deliver CPD for school staff focused on developing positive relationships 2. Link with the Transitions group to support the review of current enhanced Transition offers to determine whether it is effective or whether changes need to be made

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Agreed Success Measure:	**Research:** • Pupils and parent groups identified • Questions for discussion agreed • Dates set • Responses gathered • Prepare a report that identifies list of strategies pupils and parents find effective • Schools selected for survey • Questions formulated and distributed • Analysis of questions • Report prepared that identify list of strategies that identify strong practice • Research published current materials for examples of best practice **Communication:** • Have agreed CORE Offer finalised • Develop documents to share which detail CORE offer • Commission training to deliver • Showcase booklet draws on the examples used across Stockton schools and the reflective toolkit. **Events:** • Develop a training package focused on positive relationships • Deliver CPD to schools • Capture the voice of Parents, pupils and schools on the current enhanced transition
Evidence of Progress: (January 2026)	**Training Programme**: A comprehensive range of training is now agreed and scheduled, including Thrive, Theraplay, Trauma-Informed Practice, and Emotion Coaching. All dates are confirmed. **Transitions Workshop**: The cross-year transitions workshop was successfully held on 7th November 2025, mapping all current transition dates across year groups. The next workshop is scheduled for 26 January 2026. **Transitions Team**: Recruitment is complete. The team is now actively supporting all children aged 14 and above who are open to social care, ensuring person-centred transition planning. **Health & Care Lead**: A Children & Young People Health & Care Lead is now in post. This role strengthens early intervention and transition support by working across health, education, and social care.
Assessment of Progress: (include explanation if required) (January 2026)	**Training Programme** ✅ **Strong progress –** All training modules (Thrive, Theraplay, Trauma-Informed Practice, Emotion Coaching) are agreed and scheduled with confirmed dates. This demonstrates effective planning and commitment to workforce development. **Next step:** Monitor attendance and evaluate impact on practice.

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	Transitions Workshop ✅ **On track –** The initial workshop successfully mapped transition dates across year groups, creating a clear baseline. The next workshop is scheduled, showing continuity and forward planning. **Next step:** Ensure actions from the first workshop are implemented and reviewed in January. **Transitions Team** ✅ Significant milestone achieved – Recruitment completed and team operational, supporting children aged 14+. This is a critical step toward improving person-centred planning. **Next step:** Track outcomes (e.g., number of plans completed, feedback from families) to measure effectiveness. **Health & Care Lead** ✅ **Key role established –** Appointment of the Health & Care Lead strengthens multi-agency collaboration and early intervention. **Next step:** Define clear KPIs for the role and integrate into transition pathways.
Evidence of Impact: (January 2026)	**Training Programme** • Pre- and Post-Training Surveys: Measure staff confidence and knowledge before and after training. • Practice Observation: Evidence changes in classroom or care practice (e.g., use of Thrive strategies). • Outcome Data: Track improvements in pupil engagement, emotional regulation, or reduced exclusions linked to trained approaches. **Transitions Workshop** • Action Plan Delivery: Monitor implementation of mapped transition dates and agreed actions. • Feedback from Schools & Families: Collect qualitative feedback on clarity and coordination of transitions. • Reduction in Missed Transitions: Compare data year-on-year for smoother transitions. **Transitions Team** • Number of Person-Centred Plans Completed: Quantitative measure of reach. • Quality Audits: Review plans for compliance and person-centred principles. • Family Satisfaction Surveys: Evidence improved experience and reduced anxiety during transitions. • Outcome Tracking: Monitor indicators like sustained placements, reduced NEET (Not in Education, Employment, or Training) rates.

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	Health & Care Lead • Early Intervention Metrics: Track referrals and interventions initiated earlier than before. • Multi-Agency Meeting Attendance: Evidence improved collaboration. • Case Studies: Showcase examples where health input prevented escalation or improved outcomes.

Recommendation 5:	**Managing emotions:** ➢ Strengthen environment and opportunities for pupils to manage emotions: ➢ Engage with the Healthy Schools Programme and Healthy Settings Programme ➢ Design and delivery of courses to meet pupil need and support parents, with specific reference to: ▪ managing behaviour effectively. ▪ supporting mental health and wellbeing – especially to de-escalate heightened behaviour or to reduce stress levels. ▪ positive parenting skills. ➢ Strengthen the use of pupil voice to support development of school environments which better support them to manage their emotions.
Responsibility	Amit Law
Date:	2025/26 school year
Agreed Action:	**Research:** • Capture the services that support pupils across Stockton to support them in managing emotions, well-being and behaviour. To collect and analyse data on the use of services that support pupils and associated impact data • Research evidence-based school strategies that support pupils to manage emotions, improve their well-being and display positive behaviours • Capture pupil voice who have experienced services in 1 and 2 to identify what they found effective and what would enhance • Capture parent voice to identify what support they feel would be most beneficial to help them to support their children. **Communication:** • Liaise with Healthy Schools team to further develop recommendations for schools regarding supporting pupils to manage emotions, improve their well being and display positive behaviours • Develop pupil led communications to share with schools and other pupils to empower them to make any changes which will help to manage emotions and improve well being **Events:**

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	• Further develop and deliver training packages to support staff and parents to support pupils to manage their emotions, improve their wellbeing and display positive behaviours • Deliver focused activities / Share key information during key times of year to support pupils to manage their emotions. E.g. Exams/ mental health weeks/ Christmas/ New term etc

Agreed Success Measure:	**Research:**
	• Prepare map of provision and data on use of service across primary and secondary aged pupils
	• Ask stakeholders where there are any gaps
	• Identify what strategies schools across the Borough are using to support pupils to manage their emotions and improve well being
	• Prepare a report on evidence-based school-based strategies currently being used with data on effectiveness.
	• Ask schools to determine where there are gaps in their skills, knowledge and/or understanding
	• Prepare a student voice report on the services they found effective, any areas they feel could be improvements and any gaps.
	• Identify any barriers to accessing the right support in and out of school
	• Gather data to find out:
	  ○ What support is available?
	  ○ What have parents have accessed?
	  ○ What has been most helpful?
	  ○ What would be most helpful?
	Communication:
	• Review current advice and resources
	• Further develop advice resources as part of healthy schools curriculum and quality award
	• Develop creative ways to share information
	• Share information across all schools
	Events:
	• Current training to be reviewed
	• New training to be updated
	• New training offered
	• Develop materials/resources to share
	• Share with all schools and settings
	• Include pupils voice

Evidence of Progress: (January 2026)	**Draft School Support Booklet (Attached):** A draft school support booklet has been created to showcase all services available to schools from Stockton Council. The booklet will include service descriptions and contact details, enabling schools to make referrals at the earliest opportunity. Schools will co-produce the booklet to ensure it meets their needs. An initial meeting took place on 17th December 2025 with Neil Gittens (Head of School, Eaglescliffe School and Sixth Form). Neil fully supports the initiative and has proposed creating an Early Years/Primary/Secondary group to mirror the existing Post-16 Strategic Meeting. This group will work collaboratively on the booklet's content and structure. **CPD Training Programme:** A wide range of training has been agreed and is now in place, including:

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	• **Thrive** – Supporting emotional development and resilience. • **Theraplay** – Enhancing attachment and building positive connections. • **Trauma-Informed Practice** – Understanding and responding to the impact of trauma. • **Emotion Coaching** – Helping children manage and express emotions effectively. All training dates are confirmed and scheduled to ensure consistent delivery across services.
Assessment of Progress: (include explanation if required) (January 2026)	**School Support Booklet** ✅ **Strong start –** Draft booklet completed and initial engagement with schools achieved. ✅ **Positive buy-in –** Neil Gittens supports the approach and has suggested a governance structure to ensure relevance across all phases. **CPD Program** ✅ **Strong progress achieved** • **Training scope confirmed:** A wide range of evidence-based programmes (Thrive, Theraplay, Trauma-Informed Practice, Emotion Coaching) agreed and scheduled. • **Dates secured:** All sessions have confirmed dates, ensuring consistency and accessibility for staff. • **Alignment with priorities:** Training directly supports emotional resilience, attachment, trauma awareness, and emotional regulation key priorities for improving outcomes for children and young people.
Evidence of Impact: (January 2026)	**CPD Training Program** • **Attendance & Completion:** Track number of staff trained and percentage completing all modules. • **Pre- and Post-Training Surveys:** Measure changes in staff confidence and knowledge. • **Practice Change:** Observe and record use of strategies (e.g., Thrive or Emotion Coaching) in classrooms and care settings. • **Child Outcomes:** • Reduction in behavioural incidents or exclusions. • Improved attendance and engagement. • Positive feedback from children and families. • **Qualitative Feedback:** Collect case studies and testimonials from staff and schools. • **System Indicators:** Fewer escalations to specialist services due to early intervention.

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	School Support Booklet • **Referral Timeliness**: Track reduction in time from need identified to referral submitted. • **Uptake & Reach**: Measure % of schools using the booklet and number of referrals made. • **Quality of Referrals**: Monitor "first-time-right" referrals (accepted without rework). • **User Feedback**: Collect SENCO and parent/carer satisfaction surveys. • **System Efficiency**: Reduction in duplicated enquiries and bounced referrals. • **Child Outcomes**: Improved timeliness of support, placement stability, and transition readiness.

Assessment of Progress Gradings:	**1** Fully Achieved	**2** On-Track	**3** Slipped	**4** Not Achieved

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Support Services for Children and Young People

Stockton-on-Tees December 2025

Education Improvement Service

Adviser support for multi agency signposting

Vulnerable Learners Team

Advice and guidance for CME/EHE/Attendance/CNIS/AP/PT T/ Licences/ Home & Hospital

AP SEMH Team

Advice,guidance and direct support for pupils with SEMH needs or those moving to or returning to school from Alternative Provision

Quality Assurance of Alternative Provision

Virtual School

Support, advice and signposting for all Children In Our Care

Educational Psychology Service

Assessment and advice for pupils with special educational needs

SEND

Advice and guidance for pupils at sen support and with an EHCP

Direct support for pupils with special educational needs

School Support (TASS)

Direct work with pupils in school delivering interventions to promote positive behaviours

Team around the school (TASS)

Adviser support to navigate professionals through the early help process and identify service who can support

Healthy Schools

Support Schoolsand settings in theri deleivery of curriculum and apporaches to health and well being

Relational Practice

Support schools and settings with development of relational based practice

Growing Well, Growing Healthy

Bespoke interventions for families where pupils are living with excess weight

5-19 service

Holistic assessment of health needs and direct work with pupils

Family Hubs

Parenting support offering a range of workshops and programmes

Family Support Team

Direct work with pupils and their families that have complex need and require a multi agency response

Family Group Conferencing

Family led meeting to create a family plan to resolve difficulties and ensure the pupil remains safe

Targeted Youth Support

Direct work with pupils Year 7 and older, where there are risks of harm outside the home and exploitation

Youth Justice

Direct work with pupils who are open to the Youth Justice team to prevent further involvement with the police

CHUB

Provides information, advice and guidance on services and support for children, young people and families who you may have safeguarding concerns about

Careers Guidance

Impartial careers advice and bespoke 1:1 support for pupils at risk of becoming NEET

Family Action

Works holistically and preventatively with pupils aged 0-19 and their families/provide volunteer support

Life long Links

Direct support for CIOC to help them develop better connections and relationships

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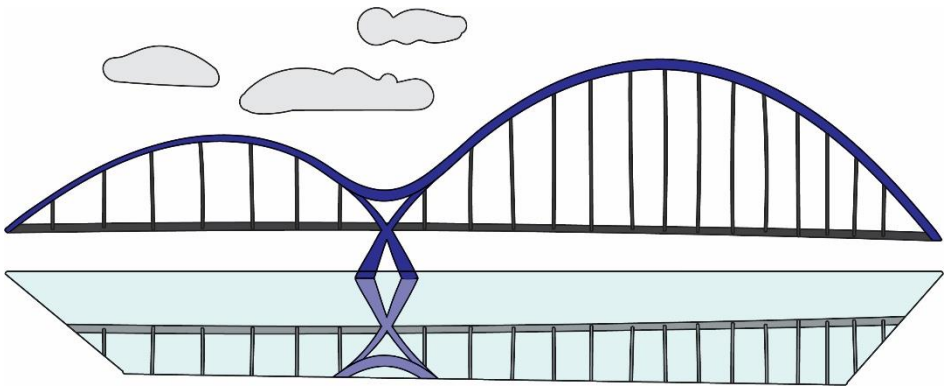
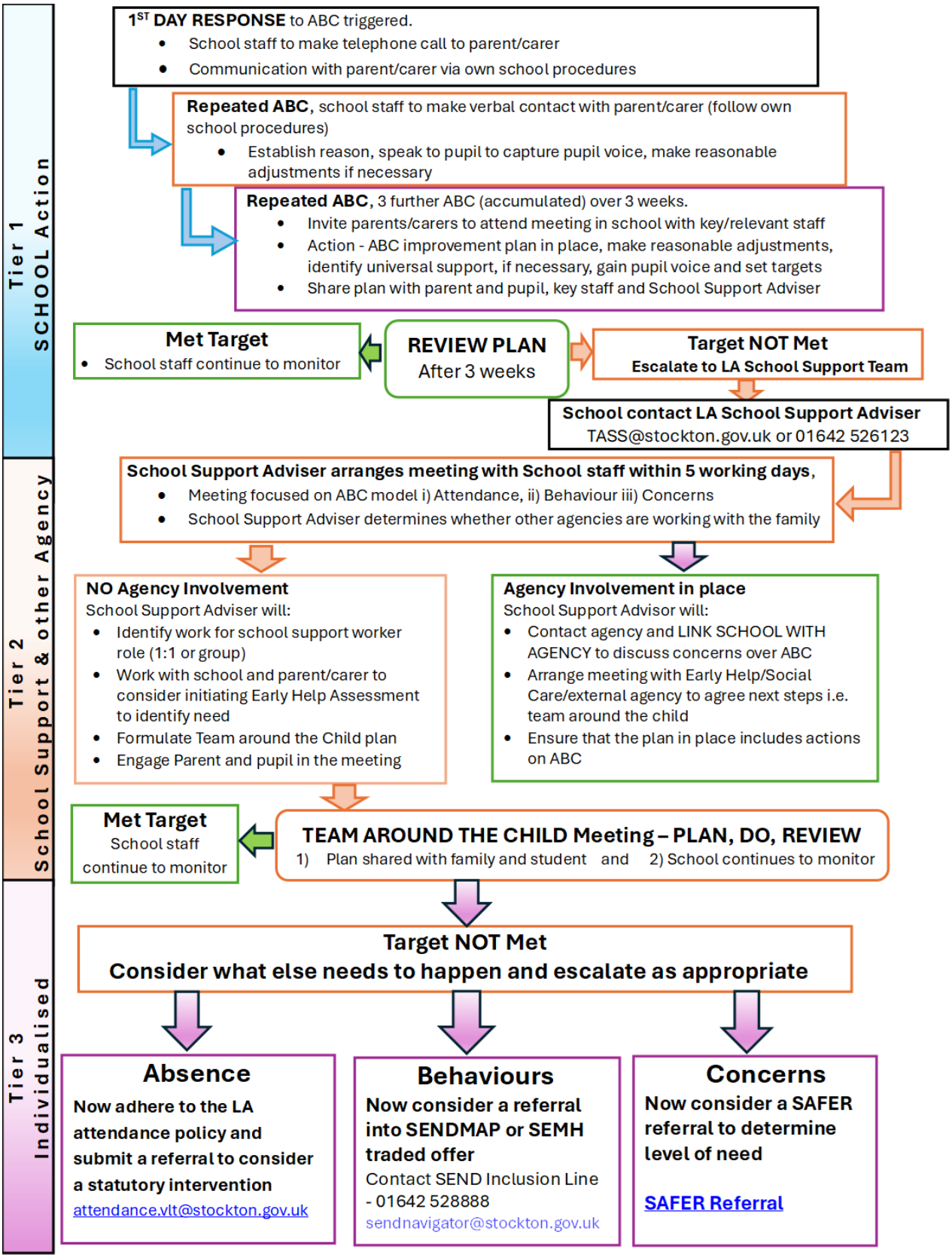


Attendance, Behaviour, Concerns (ABC) Support



Support Services for Children and Young People

Name of Team/Service:	Education Improvement Service				
Main remit of the team/service To strategically support and challenge our schools in school improvement					
Support offered 1. Adviser support for appropriate agency signposting					
Universal/Open Access	✓	**Preventative**	✓	**Targeted/Bespoke**	✓
Main contact details (who would school call/email)					
Name	**Contact Number**	**Email**			
Gill McCleave	01642 528824	Gill.McCleave@stockton.gov.uk			

Name of Team/Service:	School Inclusion and Vulnerable Learners Team				
Main remit of the team/service To ensure that pupils regardless of need or circumstance are attending school regularly and are able to have full participation in education, lessons and activities. To support schools to manage challenges that may prevent pupils from being able to engage in and attend education every day.					
Support offered 1. Advice, guidance and support for CME, EHE, use of AP, Reduced timetables, child licences, statutory functions of attendance (Locality work) 2. Support and direct work with pupils who are too unwell to attend school for more than 15 days					
Universal/Open Access	✓	**Preventative**	✓	**Targeted/Bespoke**	✓
Additional information Access to the support is through different routes: • Locality work in both email and telephone • Home and Hospital through Sen section/ email and telephone					
Main contact details (who would school call/email)					
Name	**Contact Number**	**Email**			
Sharon Stevens	01642 52 7141	Sharon.Stevens@stockton.gov.uk			

Name of Team/Service:	Virtual School

Main remit of the team/service

The Virtual School works with schools and partners to ensure that CIOC have access to high quality, appropriate education.

Children in care and children previously in case are more likely to experience the challenge of social, emotional and mental health issues than their peers. We offer support, guidance, professional challenge and training to schools to support them in meeting the needs of these children.

Support offered

1. Advice, guidance, support and training for all partners working with Children in our Care (CIOC)
2. Advice for schools on meeting the needs of CIOC through a comprehensive CPD offer and bespoke child centred planning meetings
3. Advice and support on how to get the most out of the pupil premium plus funding and the additional interventions that are offered for CIOC

Universal/Open Access	✓	Preventative	✓	Targeted/Bespoke	✓

Main contact details (who would school call/email)

Name	Contact Number	Email
Janet Wilson	01642 524995	Janet.Wilson@stockton.gov.uk
		dlvirtualschool@stockton.gov.uk

Name of Team/Service:	Alternative Provision and SEMH Team

Main remit of the team/service

To support schools to manage challenges that may prevent pupils from being able to engage in education due to their social, emotional and/or mental health needs.

To support pupils who are at risk of exclusion, those who may need alternative education and pupils who are returning from alternative provision into school where it is deemed they need enhanced transition support.

To deliver continuous professional development to staff in schools, coaching and modelling to upskill and further develop knowledge and understanding of supporting pupils with SEMH needs.

To have an oversight of Alternative Provision across the Borough and quality assure the provisions of those commissioned by the Local Authority and those on the Stockton framework.

To deliver the SEMH offer.

Support offered

1. Observation, advice and guidance of pupils with SEMH needs
2. Outreach and direct support with pupils who have SEMH needs or who are moving back to school following time spent in AP
3. Delivery of CPD/coaching/modelling for staff in schools

Universal/Open Access	✓	Preventative	✓	Targeted/Bespoke	✓

Additional information

Support can be accessed through:

- SEMH offer using a credit system that can be purchased
- SENDMAP panel upon receipt of an application for pupils at SEN Support or following a review for pupils who have Education Health and Care Plans or are undergoing statutory assessment.

Main contact details (who would school call/email)

Name	Contact Number	Email
Claire Tiffany	01642 527191	Claire.Tiffany@stockton.gov.uk

Name of Team/Service:	Educational Psychology Service

Main remit of the team/service

To support schools in managing and meeting the needs of pupils with special educational needs and/or those who require adjustments to access a curriculum.

The service supports schools to help them to overcome pupils barriers to learning.

The service supports pupils who have bene permanently excluded through the pathway development centre programme.

Support offered

1. Training and continuous professional development for schools
2. Group work for pupils at risk of suspension/ exclusion
3. Intervention for pupils who have been permanently excluded.

Universal/Open Access	✓	**Preventative**	✓	**Targeted/Bespoke**	✓

Additional information

This service can be accessed via referrals to the SEND Multi Agency Panel meetings.

Main contact details (who would school call/email)

Name	Contact Number	Email
Caroline Mobberley	01642 526395	Caroline.Mobberley@stockton.gov.uk

Name of Team/Service:	SEND

Main remit of the team/service

To implement the Local Authority statutory duties in identifying and supporting pupils with special educational needs and disabilities.

This includes pupils aged 0-25 at SEN support and pupils undergoing statutory assessment and finally those with an Education Health and Care Plan.

Support offered

1. Advice, guidance, and direct work with pupils who are at SEN support or who have an EHCP
2. Support for SENCOs and delivery of CPD for schools focussed on SEND
3. Deliver and facilitate specialist support by way of interventions

Universal/Open Access	✓	Preventative	✓	Targeted/Bespoke	✓

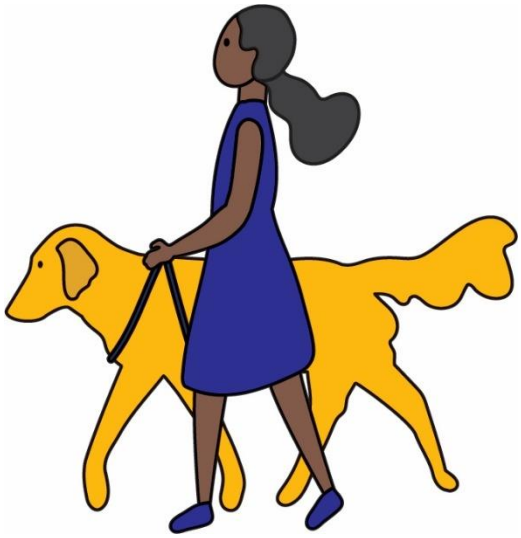
Additional information

Access to the support is through different routes:

- SEN caseworker for your school
- SENDMAP panels
- SEND offer of CPD

Main contact details (who would school call/email)

Name	Contact Number	Email
Helen Cooling	01642 528933	Helen.Cooling@stockton.gov.uk
Craig McCorrisken	01642 526163	Craig.McCorrisken@stockton.gov.uk
SEND TEAM		SenSection@stockton.gov.uk



Name of Team/Service:	5-19 Service

Main remit of the team/service

The 5-19 Service work under the remit of and governed by the Healthy Child Programme and provides a universal offer where the needs and voice of children, young people and families are the core of the service. We aim to identify and address need at the earliest opportunity. The 5-19 service works under an aggravated model and consists of four teams which includes the Early intervention team, Emotional resilience team, public health nursing team and the Junior public health team.

The Public Health Nursing Team and the Junior Public Health Team consists of Senior and Junior Public Health nurses and practitioners. They can assess and monitor development and provide support for young people up to the age of 19 or 25 if the young person has an identified SEND need. Brief intervention support can be provided around, head lice, emotional health, toileting, healthy eating, sleep, continence, healthy relationships, internet safety, drugs and alcohol, vaping and general health needs. One to one session can be offered or group work. Public health nurses can offer a holistic health assessment to put a support plan in place.

Mid-teen Review: The Stockton 5-19 Service is commissioned by Stockton Borough Council Public Health to undertake a universal review of young people aged 13-14 years. This Mid-teen review aims to capture individual thoughts and feelings from the child's perspective and identify early support needed to enable a healthy lifestyle considering a holistic approach to current need. The review is delivered in partnership with school and partner agencies to ensure identified needs are met using prevention strategies within a public health framework. The review is offered to all secondary schools within the Borough and completed throughout the academic year within school.

Support offered

1. Physical health/SEND – a holistic assessment of health needs
2. Emotional health – Emotional Resilience Nurses can provide low level brief intervention support around the management of emotions, anger, exam stress, relationship breakdown and self-esteem/confidence. This support is provided on a one-to-one basis, and a family needs holistic assessment is offered to identify the needs of the family.
3. Drugs and alcohol - We work to reduce the impact of low-level drug and alcohol use, antisocial behaviour and support around healthy relationships/ friendships and peer pressure as well as sexual risk-taking behaviours in young people at the earliest opportunity.

Universal/Open Access	✓	**Preventative**		**Targeted/Bespoke**	

Additional information

The 5-19 service will not provide support if the young person has already been referred into another agency for the identified need.

If CAMHS or another agency is working with the child, we will not provide emotional wellbeing support.

The 5-19 service cannot support with suicidal ideation or provide therapeutic support following the child witnessing/experiencing domestic violence this will need to be referred to Harbour.

If the child scores more than 20 on the What's The Score tool or is injecting or inhaling substances this needs to be referred into CGL.

A higher level of need which requires Tier 2 intervention.

A 5-19 referral form must be completed by partner agencies with consent of the parent to refer in.

Main contact details (who would school call/email)

Name	**Contact Number**	**Email**
Nosheen Kauser	07741185952	

Name of Team/Service:	Careers Team

Main remit of the team/service

To provide independent and impartial Careers Guidance, and bespoke 1:1 support for young people who are at risk of becoming NEET, or who are experiencing NEET (Not in Education, Employment or Training).

Support offered

1. Progression support for young people moving from school to post-16, and help to remain in or re-engage in post-16 opportunities.
2. Personal support to help young people overcome their barriers to positive outcomes.
3. Understanding the education and career journeys of our young people, to better support them in their transitions to adulthood and enable schools to meet their Gatsby Benchmarks.

Universal/Open Access	✓£	Preventative	✓	Targeted/Bespoke	✓

Additional information

We work with Targeted Year 11s in every school in Stockton, plus those in special / AP out of Borough and EHE.

We provide Year 12 and Year 13 Destinations data to all Stockton schools.

We use our Risk of NEET Indicator (RONI) tool to target those in Year 11 who are most at risk of becoming NEET, schools are invited to bring additional information forward for any student they feel needs additional support.

We provide a traded Careers Guidance service for schools and colleges in and out of the Borough and see the highest sustained progression rates of any IAG provider operating in our schools.

Main contact details (who would school call/email)

Name	Contact Number	Email
Ian Joss	07469 020488	Ian.Joss@stockton.gov.uk
Ian Caley	07539 290199	Ian.Caley@stockton.gov.uk

Name of Team/Service:	Family Solutions

Main remit of the team/service

The team is made up of Senior Family Workers who work directly with families, children and young. Referrals are received with full consent for support and thresholds will have been met at a Level 3 on the framework of need.

Support offered

1. The level of support and duration of intervention will be determined following completion of an Early Help Assessment. A clear plan and Team Around the Family meetings will be in place to closely monitor and review progress.
2. Senior family workers will support families with multiple complex issues, such as:
    - Routines and boundaries
    - Safe parenting
    - Home conditions
    - Drug and alcohol use
    - Domestic abuse
    - Housing
    - Debt
    - Behaviour management
    - Parental mental health
    - Relationship difficulties and parental conflict

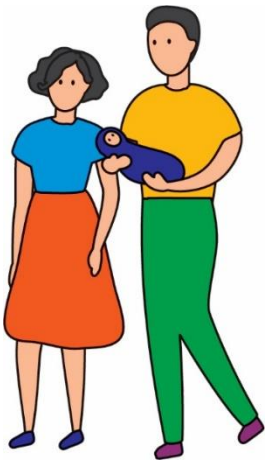
Universal/Open Access	✓	Preventative	✓	Targeted/Bespoke	✓

Additional information

Consent needs to be given for a referral into Family Solutions.

Main contact details (who would school call/email)

Name	Contact Number	Email
Andrew Wilson		Andrew.Wilson@stockton.gov.uk
Charlotte Bullock		Charlotte.Bullock@stockton.gov.uk
Emma Swindles		Emma.Swindles@stockton.gov.uk



Name of Team/Service:	Family Group Conferencing

Main remit of the team/service

Family Group Conferencing
A Family Group Conference (FGC) is a family-led meeting where the child's wider network comes together to make a family plan about future arrangements and resolve current difficulties. The family plan will ensure that the child is safe, and their well-being is promoted.
FGC is an independence service and family consent based throughout.
Practice is underpinned by the core belief that 'family know best about their own' and given the right information can made informed, safe decisions about children within their network.
Seeks to empower families, working with them not doing to them.

Support offered

1. A child's family who needs support to implement safe plans for children and young people including Family Time.

2. A child subject to CIN or Help and Support where an ongoing level of support is required to reduce an escalation in intervention.

3. An unborn child (from 18 weeks gestation) where Child Protection or Early Permanence Plans are being considered.

Universal/Open Access		Preventative		Targeted/Bespoke	✓

Additional information

Referrals will only be received from Stockton-On-Tees Children's Services.
Referrals are completed via EHM or LCS.

Main contact details (who would school call/email)

Name	Contact Number	Email
Helen Cooke	01642 524694	H.Cooke@stockton.gov.uk

Name of Team/Service:	Growing Well Growing Healthy

Main remit of the team/service

Growing Well Growing Healthy (GWGH) is the Stockton-on-Tees Children and Young Persons Healthy Weight Service. We offer bespoke intervention to families where children are living with excess weight. We have a menu of choice to support these families. One-to-one support in the home, community group work and our digital offer. These include full health assessments and the development of family-based intervention shaped around the family need. We also offer emotional resilience support to children through one to one work with our emotional resilience practitioner and parent support with parent led CBT.

Support offered

1 GWGH offers community training which is available to school staff. This training helps support staff understand the obesogenic landscape, how to refer into the service and how to deal with difficult situations such as identifying obesity and communicating with staff, parents and young people about the issue.

2 Pathway to receive NCMP complaints, issues or understanding of the process.

3 In school sessions for students living with increased weight in need of emotional resilience support. Some scope to work directly with young people on lifestyle dependant of their needs.

Universal/Open Access	✓	**Preventative**	✓	**Targeted/Bespoke**	✓

Additional information

GWGH does not offer sessions in school due to evidence relating to how much of the information is absorbed and potential conflict with policies around food and exercise. Evidence does not support brief whole school sessions on healthy lifestyle advice. Due to the complexities of why obesity is occurring on the individual, GWGH must include the parents/carers in the intervention, therefore we only offer one to one lifestyle intervention in schools under certain circumstances where the parent cannot be involved or where it is in the young person's best interest. We are also very aware of weight stigma and how young people feel when working with our practitioners in school.

Main contact details (who would school call/email)

Name	Contact Number	Email
Michael Proud	07741 186092	michael.proud@nhs.net

Name of Team/Service:	Healthy Schools

Main remit of the team/service

Support schools, colleges and early years settings to embed preventative whole school/setting approaches to health and wellbeing. Support schools around statutory Relationships, Sex and Health Education including curriculum development, staff CPD, parental engagement, policy development, staff wellbeing, pupil voice.

Support offered

1. Work with individual schools/settings to self-assess their approaches to health and wellbeing across the setting. Link schools with local services across the health and wellbeing system.

2. Work with school and parents/carers to discuss issues in response to statutory RSHE.

3. Share effective practice through free half-termly Personal Development Networks.

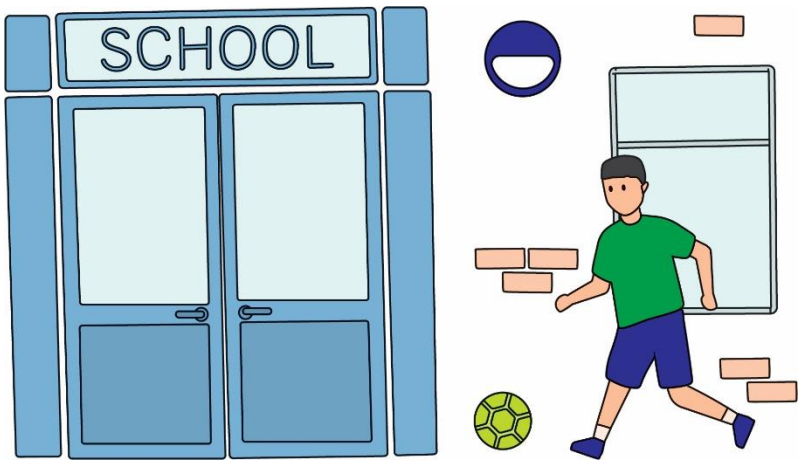
Universal/Open Access	✓	**Preventative**	✓	**Targeted/Bespoke**	

Additional information

Free to all regardless of status.

Main contact details (who would school call/email)

Name	Contact Number	Email
Eve Conner-McGill	(01642) 524690 07766 366185	Eve.Conner-McGill@stockton.gov.uk



Name of Team/Service:	School Support Team

Main remit of the team/service

School Support Team is part of Stockton Borough Council's Help & Support offer to provide a high-quality integrated wraparound School Support Service to guide and support early years and education staff, to enable early identification of children and young people who may become at risk or vulnerable.

School Support Advisor

Work Directly supporting and providing a wraparound service to early years and education staff to guide professionals through help and support to ensure children, young people and their families access support to help themselves at the earliest opportunity.

Initiating and organising multi agency solution circles on a regular basis to upskill and educate school staff to navigate and utilise universal and preventative services.

Managing a caseload and provide Lead Professional responsibilities for more complex cases and work collaboratively to ensure children and young people have access to all available support services and to prevent them disengaging and not be in education.

Work flexibly across Children's Services and with other agencies, partners, and stakeholders to meet the needs of children, young people and families.

The team provide help and support, where it has been identified that there are single or multiple identified needs within the family, that would require the interventions of a Senior Family Worker. This can be light touch or intensive support, which will be determined depending on the needs of the family.

School Support Worker

Delivers effective interventions to young people and their families who are accessing Help & Support services using a whole-family approach, ensuring positive outcomes are achieved for children and families by delivering preventative services.

Supporting cases held by School Support Advisers and/or Targeted Personal Advisers to deliver effective interventions to young people involved in risk taking behaviour.

Ensuring young people have access to all available education, employment, training, and personal development opportunities.

Work flexibly across Children's Services and with other agencies, partners, and stakeholders to meet the needs of children, young people and families.

Support Offered

1. Providing the Lead Professional role in complex cases within Early Years, Schools and College Settings, whilst working with schools to identify children and young people who are risk of exclusion and providing support packages to reduce the risks
2. Assist with low level direct work to individuals in settings such as school, community venues, Family HUBS or other appropriate venues and provide support to meet the needs of that individual either one to one or in group work
3. The Team Around the School Service is intelligence led, we use various sources of data to determine how resource is deployed allowing us to measure impact and outcomes at both school and community (ward) level.

Universal/Open Access	✓	**Preventative**	✓	**Targeted/Bespoke**	✓

Main contact details (who would school call/email)		
Name	**Contact Number**	**Email**
Jane Williams	07467 443604	Jane.Williams@stockton.gov.uk
Vikki Meynell	07384 797822	Victoria.Meynell@stockton.gov.uk

Name of Team/Service:	**Relational Practice Advisor**

Main remit of the team/service

Whole school approach to Relationship Based Practice which focuses on building and maintaining meaningful and trust-based relationships within education settings.

Support offered

1 Train all staff in working in a relational way

2 Facilitate restorative conversations between, pupils, staff and parents

3 Support / write action plans to embed a relational approach

Universal/Open Access	✓	**Preventative**		**Targeted/Bespoke**	

Main contact details (who would school call/email)		
Name	**Contact Number**	**Email**
Mark Ralphs	07900769845	Mark.Ralphs@stockton.gov.uk

Name of Team/Service:	Targeted Youth Support

Main remit of the team/service

The Targeted Youth and MFH Team sits within the Early Help service and is responsible for direct work with young people of secondary age, where there are risks or vulnerability around all aspects of harm outside of the home and exploitation while also providing a dedicated response to young people who go missing from home.

The Targeted Youth and MFH team deliver direct work, below are some examples.

- CCE and CSE – this could include peer mapping, safe spaces, and people.
- Knife Crime – the impact and the consequences (where not police action is taken)
- Being safe online – preventative focus around online grooming and victim recovery work
- Safety planning – MFH
- Healthy relationships - extrafamilial harm

Support offered

1. Working directly with young people who go missing from home, reducing missing episodes which in hand will maintain school attendance.
2. Delivering thematic interventions with young people around the subjects mentioned above
3. Assessment and early identification of young people vulnerable to exploitation.

Universal/Open Access		Preventative	✓	Targeted/Bespoke	✓

Additional information

Referral is required through the involvement form via Early Help

Main contact details (who would school call/email)

Name	Contact Number	Email
Andrea Murphy		Andrea.Murphy@stockton.gov.uk
Rachael Parziale		Rachael.Parziale@stockton.gov.uk

Name of Team/Service:	Youth Justice Team

Main remit of the team/service

Prevention of offending by children.

We are a multi-disciplinary team consisting of social workers, case managers, support workers, Police, Probation, ETE, Health and SLT workers.

We work with children aged 10 -17 who are subject to Court Orders or Out-Of-Court Disposals. Children can also be referred to our Turnaround and Immediate Justice preventative programmes by the Police or Community Safety Team.

All children coming into the YJT will be assessed regarding their individual needs and we will formulate a plan of support/intervention with them and their families/carers.

Support offered

1. Support schools avoid exclusions by assisting children regulate and manage their behaviour.
2. ETE worker can assist in developing strategies to improve attendance.
3. Specialist support regarding health, SLT and risk assessments.

Universal/Open Access		**Preventative**	✓	**Targeted/Bespoke**	✓

Additional information

We can only provide support regarding children who are currently open to the Youth Justice Team.

Main contact details (who would school call/email)

Name	Contact Number	Email
Katie Cockburn (ETE worker)	07776 682938	Katie.Cockburn@stockton.gov.uk
Admin	01642 527597	Youthjusticeadmin@stockton.gov.uk

Name of Team/Service:	Lifelong Links

Main remit of the team/service

This project is currently based in the FGC service which has been funding by the DfE until March 2025.

It is for Children in Our Care to support them to increase connections and relationships, improve sense of belonging and identity, promote placement stability and reduce homelessness.

Outcome of work is to ensure that a child in care has a positive support network around them to help them during their time in care and into adult hood.

Support offered

1. Increase relationships and connections which are stable and loving.
2. Reduction in loneliness and increased trust with improved sense of identity.
3. Care/Placement stability.

Universal/Open Access		Preventative		Targeted/Bespoke	✓

Additional information

Referrals can only be accepted for a Children that are in Our Care.

Consent is needed from young person and whoever has parenteral responsibility if under 18.

Main contact details (who would school call/email)

Name	Contact Number	Email
Helen Cooke	01642 524694	H.Cooke@stockton.gov.uk

Name of Team/Service:	The Children's HUB

Main remit of the team/service

The Children's Hub is the first point of contact for anyone who has a concern about the welfare or safety of a child or young person or thinks they may need extra help and support. When we are contacted, we will listen to what they are being told and the different agencies might share information with each other to try and work out whether we can help.

The Children's Hub is the central point of contact for anyone with concerns about the welfare or safety of a child or young person, or who believes a child or family may need additional help and support.

When a referral or enquiry is received, the Hub team will listen carefully to the information provided and, where appropriate, work with partner agencies to share relevant details and information. This collaborative approach helps determine the most suitable response and whether support or intervention is needed ensuring the right support, at the right time for every family we work with.

If a referral is made into the Hub, obtaining consent from those with parental responsibility is best practice, unless there is an immediate safeguarding concern. The Children's Hub can offer advice and guidance around consent and referral processes.

When completing referrals, ensure your information is:

- Clear and focused on the concerns
- Strengths-based
- Includes what you or your service can do or have done to help reduce the identified worries

Support offered

The main options available to us are:

- To take no further action
- To refer your child to another agency for specific support
- To refer your child for an Early Help Assessment
- To refer your child to Children's Social Care for a Social Work assessment

Universal/Open Access		Preventative		Targeted/Bespoke	

Additional information

To report a concern outside of office hours

Emergency Duty Team

The Emergency Duty Team provides an out-of-hours response to emergency situations involving child protection, childcare, mental health and other adult care service matters.

Telephone: 01642 524552 **In an emergency** In an emergency contact the Police on 999.		
Main contact details (who would school call/email)		
Name	**Contact Number**	**Email**
The Children's HUB	01642 130080	childrenshub@hartlepool.gov.uk

Name of Team/Service:	Family Action Stockton Family Outreach and Volunteering Service

Main remit of the team/service

Part of the 0-19 service in partnership with Stockton-on-Tees Borough Council.

Family Outreach Support: Our Family Outreach Service works holistically and preventatively with children aged 0-19 and their families, who are not currently open to social care services. We provide low level intervention and prevention support and work in partnership with early help and social care services to complete targeted and timely interventions. Support available includes debt issues, housing difficulties, relationships and parenting, social isolation, substance misuse and domestic abuse.

Volunteering and Community Engagement: Our Volunteering and Community Engagement team provide volunteer support to the delivery of Family Hub sessions and community-based family support including the facilitation of the Family, Food and Fun programme. Our team offer a range of volunteer opportunities to those who are wanting to build new skills and increase confidence whilst supporting families in their local area.

Support offered

1. Family routines and boundaries - Our Outreach team will work with families to implement positive strategies to improve routines and create age-appropriate boundaries within the family home.
2. Practical and emotional support – Support will be provided to the whole family with individual additional 1-2-1 to parents and children and young people explore needs, wishes and feelings.
3. Support with housing and benefit processes – Support will be provided to families in signposting to the relevant agencies and assisting with finances such budgeting plans and accessing housing support.

Classification of Service (tick one or more)

Universal/Open Access	✓	Preventative	✓	Targeted/Bespoke	

Additional information

Families accessing support from our service are required to have a child or young person under the age of 9 living within the household and reside in the Stockton-on-Tees Borough area.

Main contact details (who would school call/email)

Name	Contact Number	Email
Sarah Collins, Service Manager	Office: 01642 721952 (opt 2) Mobile: 07502582007	Sarah.Collins@family-action.org.uk
Louise Anderson, Volunteering and Community Engagement Co-ordinator	Office: 01642 721952 (opt 2) Mobile:	Louise.Anderson@family-action.org.uk

Name of Team/Service:	Family Hubs Service

Main remit of the team/service:

Anyone who lives in the Borough of Stockton-On Tees and has care of a child or young person aged 0-19 or up to 25 for young people with SEND can access our Family Hubs free of charge.

Family Hubs will always try to help when it comes to all things family. If you have a question, a problem or just want to check something out, everyone is welcome.

Family Hubs are the first option for families for support, for all things family.

Support offered

Family Hubs provide a welcoming space where families can access a wide range of support tailored to their needs. Our services are designed to help parents, carers, children, and young people thrive through:

- **Group Sessions** – Opportunities to learn, share experiences, and build connections with other families.
- **One-to-One Support** – Individual guidance for parents, carers, and young people on a variety of topics.
- **Specialist Advice** – Support around parenting, child development, health, and wellbeing.

Collaboration is at the heart of what we do. We work closely with the **0–19 Service**, **midwifery teams**, and **voluntary and community sector (VCS) partners** to ensure families receive joined-up, holistic support.

Family Hubs are here for everyone—whether you need practical help, emotional support, or simply a place to connect.

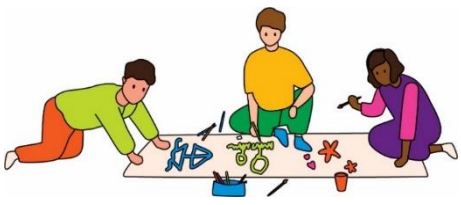
Universal/Open Access	✓	**Preventative**	✓	**Targeted/Bespoke**	✓

Additional information

Consent needs to be given for a referral into Family Hubs.

Main contact details (who would school call/email)

Name	Contact Number	Email
Ellen Guest		Ellen.guest@stockton.gov.uk
Clare Pearce		Clare.pearce@stockton.gov.uk
Jane Wright		Jane.wright2@stockton.gov.uk
Julie Place		Julie.place@stockton.gov.uk
Family Hubs Admin		familyhubs@stockton.gov.uk



Name of Team/Service:	Transitions Team

Main remit of the team/service:

Age:

- Approaching 16 years old (early planning from age 14 for *complex needs). Referral to be submitted when young person is around 15 years, 9 months.
- Those coming into social care post 16, an up-to-date assessment is required, and a discussion is to be held with Team Lead or a discussion should be held with the Transition Social Worker responsible for either Children with Disabilities (CWD) or Children in Our Care (CIOC), depending on the young person's category of support, regarding suitability of referring into the Transitions Team.

Group:

- Children with Disabilities receiving services under Children's Social Care or
- Looked After Children with ongoing care and support needs, likely to continue into adulthood.

Eligibility indicators:
Young person is likely to need transition support if they have:

- Care and support needs that will continue beyond 18 (e.g., physical disability, learning disability, autism).
- Significant mental health needs requiring ongoing intervention.
- Residential placement or unstable housing arrangements that need continuity planning.
- Complex health conditions or sensory impairments.
- *Significant safeguarding risks or risks of placement breakdown without planned support. To be discussed regarding suitability with Team Lead/Transition Social Worker prior to referral for a Transition assessment.
- Education, Health and Care Plan (EHCP) - Has an EHCP with complex needs requiring multi-agency involvement and likely to meet Care Act eligibility as an adult.

Support offered

- Early Planning and Intervention
- Transition Assessment / Care Assessments exploring eligibility for Adult Social Care
- Mental Capacity Assessments relating to Transition
- Person Centred Planning / relationship building
- Collaboration and co-production
- Commissioning and financial responsibilities
- Bridging the gap between Children's and Adults Services

Universal/Open Access		Preventative		Targeted/Bespoke	✓

Additional information

NB: Referrals to the Team Must have an allocated Children's Social Worker and/or an assessment/review of current needs completed in the past 12 months prior to

submitting a referral. However, the team welcome any queries regarding Transition from school. Please email the Transitions email address. *Transition Social Workers do not case manage, involvement is for Transition assessment and planning only*		
Main contact details (who would school call/email)		
Name	**Contact Number**	**Email**
Transitions Team Email		TransitionsTeam@stockton.gov.uk
Sam Stabler	01642 528041	Sam.Stabler@stockton.gov.uk
Kelsey Booth	01642 527875	Kelsey.Booth@stockton.gov.uk
Rebecca Grover	01642 526359	Rebecca.Grover@stockton.gov.uk

Name of Team/Service:	Children and Young People Health and Care Lead

Main remit of the team/service

The Children and Young People Health and Care Lead is Joanna Green, Qualified Nurse. Joanna acts as the direct link between education, health, and social care. Her remit includes supporting social care involvement and providing advice around unmet health needs, including applications for Children's Continuing Care (CCC).

Group:

- All children 0-18 Years

Eligibility criteria:

- Children with an Education, Health and Care Plan (EHCP)
- Children open to social care
- Children with unmet health needs requiring support

Support offered

Identifying unmet health needs and applying for Children's Continuing Care
Supporting children and families with EHCP-related social care and health input

Universal/Open Access	✓	**Preventative**	✓	**Targeted/Bespoke**	✓

Additional information

For general queries or referrals, please contact Joanna Green via email.

Main contact details (who would school call/email)

Name	Contact Number	Email
Joanna Green		Joanna.Green@stockton.gov.uk

APPENDIX 1

PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

SCRUTINY MONITORING – PROGRESS UPDATE	
Review:	**Scrutiny Review of Narrowing the Gap in Educational Attainment**
Recommendation Lead:	**Claire Tiffany**

Updates on the progress of actions in relation to agreed recommendations from previous scrutiny reviews are required approximately 12 months after the relevant Select Committee has agreed the Action Plan. Progress updates must be detailed, evidencing what has taken place regarding each recommendation – a grade assessing progress should then be given (see end of document for grading explanation). Any evidence on the impact of the actions undertaken should also be recorded for each recommendation.

Recommendation 14:	**Review behaviours:** Review behaviour policies to ensure that they are appropriate and proportionate and that inclusion policies align with behaviour policies: • What happens when a young person is removed from the classroom. Where do they go? • What teaching takes place?
Responsibility	Claire Tiffany
Date:	Autumn 2025
Agreed Action:	**Research:** 1. Audit the behaviour policies and inclusion policies for primary and secondary and special schools across the Borough to explore similarities and differences 2. Analyse suspension/exclusion data to see if there is any correlation between policies and attendance/suspensions/exclusions patterns 3. Research the impact of different types of behaviour policy e.g., relational **Communication:** 1. Through the Pupil Inclusion Framework (PIF) develop an agreed set of principles best practice for all schools when reviewing/ writing behaviour policies and procedures 2. Gather pupil voice to identify impact of behaviour policies and inclusion policies **3.** Establish a working group to explore the legislation/ evidence-based practice and impact of behaviour policies and how they correlate to inclusion policies. Develop guidance **Events:**

APPENDIX 1

PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

	1. Discussions with staff across several schools to determine the reasons why a young person may be removed from the classroom and next steps
Agreed Success Measure:	**Research:** • Template complete to record key features of policies • Identify key similarities and differences across a) primary schools and b) secondary policies and c) special schools d) independent schools • Analysis of suspension/exclusion data completed to determine whether any key features of policies are linked to higher suspension rates • Data gathered to identify pupils who have had suspensions/ exclusions • Gather a selection of policies nationally • Prepare a report that maps the key features of the different types of behaviour / inclusion policies • Present a summary of the impact (using data) of different types of policies upon pupils and behaviour • Share the reports and data with the OAP working group to identify most impactful policies • Share the reports and data with schools at key meetings **Communication:** • Group discussions concluded regarding behaviour policies in schools at PIF to identify best policy and practice • Best practice document drafted and shared with schools for feedback • Document finalised and distributed to schools and services within Education Inclusion and Achievement • Share the document with Governors at network or training meetings • Identify which pupil groups and logistics to gather voice from • Raw feedback gathered • Analysis of pupils feedback • Pupil voice finalised • Dates set for working group and core membership agreed • Guidance drafted • Guidance finalised and shared with schools **Events:** • Complete a report that captures the procedures schools use when a child is removed from a class, for what duration, what location do they move to and what teaching takes place and how are they reintegrated back into class? • Identify patterns of successful reintegration strategies • Share the reports with OAP group and schools
Evidence of Progress: (January 2026)	**RESEARCH** - Research of types of behaviour policy and also studies into the impact of behaviour policies on pupils was gathered. Sources

APPENDIX 1

PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

	include research from the Department for Education, Education Endowment Foundation, Children and Young People's Mental Health Coalition and National Association for Educational Psychologists etc. - A template was completed in summer 2025 and identified 25 key features of a behaviour policy which were used to audit the information in policies of schools across the Borough. - From this data an analysis of similarities and differences were able to be identified across all types of schools. There were over 80 schools included which represented primary, secondary, specialist, independent and alternative provision (Pupil Referral Centre) - Data was collated to show suspensions and permanent exclusions for all schools and their pupils for the academic years 23-24 and 24-25. This was the data set used in the analysis. - A report was drafted and finalised in the Autumn term to show the findings and analysis of the data. The report identifies key factors that are instrumental and have statistical significance between the risk of suspension/exclusion and also the features of the behaviour policy. - The report is to be shared with schools through different meetings this half term. **COMMUNICATION** - Discussions including all schools who attended the Pupil Inclusion Forum in late Autumn 2025 have begun to identify best policy and practice for behaviour policies. This will be continued this half term where the final report will also be shared with schools. - The report will be shared with leaders within Education Inclusion and Achievement for further dissemination in January 2026. - Alongside the development of the best practice document pupil voice will be included. This will be gathered during the spring term and the final best practice document will be finalised by Easter 2026 **EVENTS** - Information regarding practice for reintegration will be gathered during the spring term 2026 and will be included in the best practice document due to be finalised by Easter 2026.
Assessment of Progress: (include explanation if required) (January 2026)	**RESEARCH – Grading- Fully Achieved. The report is finalised and fully achieved. The only outstanding bit is sharing with schools which is happening over the next few weeks.** **COMMUNICATION – Grading 2/3. This element of the plan has begun but is not finalised to the initial timescale.** **EVENTS -Grading 3. This will take place this term.**
Evidence of Impact: (January 2026)	The impact is limited so far with regards to reducing exclusions and suspensions as it is too early for the information to be embedded by schools.

APPENDIX 1

PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

	However, the analysis has thrown up some interesting factors and the SEMH team are using this already to incorporate the findings and plan CPD to be delivered to schools on developing behaviour policies and practice designed to reduce risk of suspensions.

Assessment of Progress Gradings:	**1** Fully Achieved	**2** On-Track	**3** Slipped	**4** Not Achieved

Education Other Than At School (EOTAS) Process

SEND & AP Service

Review Date: September 2026

Overview

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

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

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

Decision Making Process

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

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

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

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

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

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

Operational Implementation

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

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

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

- Age
- Academic ability
- Aptitude and learning style

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

Monitoring and Safeguarding

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

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

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

Governance and Quality Assurance

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

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

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

EOTAS Process Flowchart – Stockton-on-Tees

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

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

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

Decision will be shared in writing and verbally with parent and current

Placements and Governance

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

Information Sharing

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

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

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

Monitoring and Safeguarding
Inclusion and Vulnerable Learners Team (VLT) track attendance and engagement.
Safeguarding/welfare visits are conducted if the child is not attending.
Monitoring and oversight of the quality of education in line with Appendix 3

Assurance

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

Appendix 1.

Terms of Reference: EOTAS Assurance Meeting

Frequency: Monthly

Chair: Strategic Lead: SEND Practice

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

Purpose

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

Objectives

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

Scope

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

- Discussion and decision making around any children who there are concerns.

Monitoring Outcomes

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

Reporting & Governance

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

Appendix 2 – Statutory Compliance

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

Appendix 3

Quality Assurance of EOTAS

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

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

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

Timescales	Persons Responsible	Activities Undertaken	Reporting
Weekly	Vulnerable Learners Team (VLT)	-Gather attendance data - Monitor attendance - Welfare visits (if required) - Gather information re welfare visits by other agencies (if appropriate)	- Attendance to feed into liquid logic - Recording of any welfare checks and saved in child files and tracker
	AP Team	-Ensure we have received tutor reports and copies of pupil work	Tutor reports to be saved in child files in folder 12 EOTAS

Half Termly	Specialist Teachers/Home and Hospital teachers AP Caseworker/ VLT EOTAS caseworker	-Work Scrutiny – Random sample of 10 pupils across age ranges - Overall attendance summary for all EOTAS pupils- OA/PA/SA	- Completed work scrutiny proforma saved in AP folder and shared with Service Leads VLT and AP - Summary shared with Service leads AP and VLT
Termly	AP caseworker/ VLT EOTAS caseworker	- Review all Learning Plans including progress and outcomes	-All reviewed new learning plans to be saved with new dates in child files (in folder 12 EOTAS). All previous plans to remain saved as separate documents
Annually	Alternative Provision Team/ specialist teachers	-Quality Assurance of providers	- QA reports saved by Service Lead AP

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EOTAS and Alternative Provision

CNIS Scrutiny Review

Children and Young People Select Committee

14th January 2026

Elisha Dyball, Strategic Lead SEND Practice – SEND & AP Service

This document was classified as: OFFICIAL

EOTAS

Education Other Than In/At School

This document was classified as: OFFICIAL

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 not 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.

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Who accesses EOTAS?

- Children with special educational needs who cannot access any educational setting owing to their needs
- Small minority of children with the most complex needs
- Agreed by SENDMAP based on evidence.
- Monitored by both SEND and Vulnerable Learners Teams – November 2025 process.

Numbers of EOTAS

- 7 children currently in Stockton who are registered as EOTAS.
- 4 ordered by or as a result of the SEND Tribunal Service
- 3 agreed by the service via its SENDMAP, decision making panel.
- Short term intervention

AP

Alternative Provision

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What is Alternative Provision?

- Alternative Provision (AP) refers to education arranged for pupils who cannot attend mainstream school for reasons such as exclusion, illness, or other circumstances.

- It provides tailored learning in settings like pupil referral units, specialist schools, or independent providers, ensuring students continue to receive education suited to their needs.

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Non School Alternative Provision (AP)

There are many Non School Alternative Provisions (NSAP's) that schools and the Local Authority can access to support Stockton children. They are able to support pupils from KS1 to post 16. They can provide this in different ways including:

- Face to face education in a venue
- Tuition in different venues that are appropriate to the pupil including their home on occasion
- Online education both live and recorded
- Therapeutic support for neurodiverse pupils
- Outdoor and physical activities

Data snapshot Autumn 2025

- There were 20 requests for AP advice from schools (60% primary and 40% secondary).
- Of the notifications we received in the Autumn term from schools:
- There were more requests for advice about AP for boys than girls (75% boys and 25% girls)
- There were 43 pupils who accessed AP from Stockton framework during the Autumn term (86% secondary and 14% primary) and 4 of them returned back to school.
- 14 children who have been permanently excluded this academic year are accessing LA organised AP.

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Stockton on Tees AP Framework

2021-2023 – First Framework published with a number of providers on. This was used as a school directory for schools to commission providers from an agreed framework. This Framework lasted for 2 years and had 29 providers on the framework at the start.

2023-2033- A new framework was agreed. It is open for 10 years and has the ability to add new providers if they meet the criteria at regular intervals. Between 2023 and 2025 there were 12 providers on the framework. Following successful applications in summer 2025 there are now 29 providers on the framework.

To be approved on the framework providers must meet a set of criteria and go through a moderation process completed by a number of LA Officers. Once approved all providers will have an annual quality assurance visit. Providers may request to leave the framework or Stockton council can end the agreement if they feel the provider no longer meets the criteria set.

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Pathway Development Centres – LA Comissioned AP

- Short Term provision for children who have been permanently excluded in Key Stage 1-4
- 12 week placements in either a mainstream primary or secondary school or an SEMH special school
- 6 places in total in mainstream primary school
- 10 places in secondary school (from January 2026)
- 80 place Pupil Referral Unit – Bishopton PRU
- 10 places in specialist provision for children with ongoings EHC Needs Assessment.

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Quality Assurance of AP including Non School AP

- An annual visit takes place to quality assure alternative provision.
- LA officers who also have qualified teacher status complete the quality assurance of provisions
- Quality assurance involves a visit either face to face or online (if an online provider)
- Providers must also provide documents and a range of up to date policies, e.g safeguarding certificates, insurance, policies, first aid etc.
- Until recently the QA visit focused on 64 different measures
- Following the publication of the new DFE voluntary standards guidance we have reviewed the QA document. It is now organised into the 4 recommended areas for assurance: Health and Safety, Quality of education, Safeguarding and welfare and Admissions, Guidance and Support
- Whilst some providers have been given further advice to add even further improvements to their provision, only 1 provider (not on the framework) has not achieved a satisfactory quality assurance judgement within the last year.

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AP Networks

- Networks happen each half term and attendees include schools, Local Authority Officers, AP providers, parents, health and 3rd sector representatives.
- Networks provide national updates and legislation , share good practice and facilitate co production of guidance for stakeholders in Stockton
- A recent network marketplace event saw 14 AP providers attend for a day to meet with schools and talk about what they can offer schools. Feedback was positive from the event from both AP providers and school staff and LA officers.

Feedback from the event praised:

- Face-to-face conversations and networking.
- Variety and breadth of providers in one space.
- High-quality information and clear overviews.
- Professional, well-organised setup.
- Bespoke offers tailored to learner needs

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Agenda Item 7

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 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 Vanessa Housley Vanessa Housley Sharon Stevens
14 January 2026	Review of Narrowing the Gap in Educational Attainment – Monitoring	Claire Tiffany Sharon Stevens Amit Law Vanessa Housley

	Review of Children Not in School – Evidence	Elisha Dyball Claire Tiffany
11 February 2026	Review of Narrowing the Gap in Educational Attainment – Monitoring Review of Children Not in School – Draft Recommendations	Mandie Rowlands Vanessa Housley Vanessa Housley Elisha Dyball Sharon Stevens Claire Tiffany
11 March 2026	Review of Narrowing the Gap in Educational Attainment – Monitoring Review of Children Not in School – Final Report	Haleem Ghafoor Vanessa Housley Vanessa Housley Elisha Dyball Sharon Stevens Claire Tiffany

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