

**Date:**

Wednesday 16 September 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 Sufi Mubeen, Cllr Emily Tate, Cllr Sally Ann Watson and Cllr Katie Zagoria

**Agenda****1. Livestreaming**

This meeting will be filmed for live and / or subsequent broadcast on the Council's website. The whole of the meeting will be filmed, except where there are confidential or exempt items, and the footage will be on the website for 12 months. A copy of it will also be retained in accordance with the Council's data retention policy.

If you attend and make a representation to the meeting, you will be deemed to have consented to being filmed. When admitted to the Council Chamber you are also consenting to being filmed and to the possible use of those images and sound recordings for livestreaming and / or training purposes. If you do not wish to have your image captured, please contact Democratic Services prior to attending the meeting.

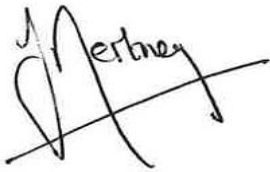
If there are any technical difficulties with the livestreaming, the meeting will still proceed.

**2. Evacuation Procedure** (Pages 7 - 10)**3. Apologies for Absence****4. Declarations of Interest****5. Minutes** (Pages 11 - 14)

To approve the minutes of the last meeting held on 15 July 2026.

**6. Children's Social Care Overview Report** (Pages 15 - 36)**7. Education, Inclusion and Achievement Overview Report** (Pages 37 - 70)

8. **Scrutiny Review of Children Not in School - Action Plan** (Pages 71 - 80)
9. **Monitoring - Scrutiny Review of Narrowing the Gap in Educational Attainment**  
(Pages 81 - 100)
10. **Chair's Update and Select Committee Work Programme** (Pages 101 - 102)



Jonathan Nertney  
Head of Democratic Services  
Tuesday 8 September 2026

## **Members of the Public - Rights to Attend Meeting**

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

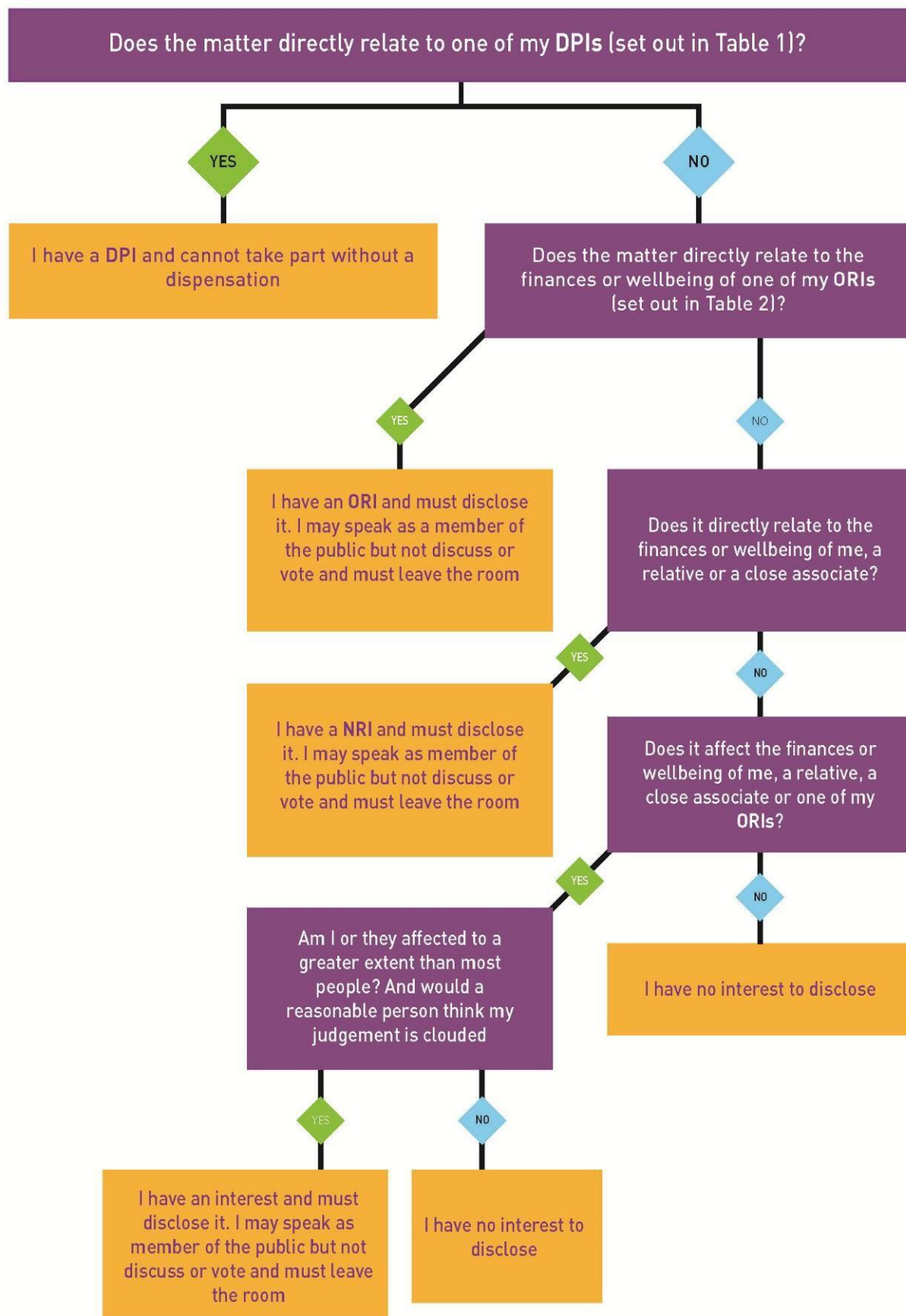
Persons wishing to obtain any further information on this meeting, including the opportunities available for any member of the public to speak at the meeting; or for details of access to the meeting for disabled people, please.

Contact: Judy Trainer, Democratic Services Manager on email [judy.trainer@stockton.gov.uk](mailto:judy.trainer@stockton.gov.uk)

**Key – Declarable interests are :-**

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

**Members – Declaration of Interest Guidance**



**Table 1 - Disclosable Pecuniary Interests**

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

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

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

## **Table 2 – Other Registrable Interest**

You must register as an Other Registrable Interest:

a) any unpaid directorships

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

c) any body

(i) exercising functions of a public nature

(ii) directed to charitable purposes or

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

## 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 to the left of the raised seating area at the front of the Council Chamber and the rear 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 15th July 2026.

**Present:** Cllr Barbara Inman (Chair), Cllr Robert Cook, Cllr John Coulson (sub Cllr Emily Tate), Cllr Ray Godwin, Cllr Jack Miller, Cllr Sally Ann Watson and Cllr Katie Zagoria

**Officers:** Majella McCarty, Ellen Parkin, Craig Taylor, Claire Tiffany (Children's Services) Gemma Jackson and Michelle Gunn (Corporate Services)

**Also in attendance:** None

**Apologies:** Cllr Carol Clark, Cllr Sufi Mubeen, and Cllr Emily Tate

### **CYP/13/25 Livestreaming**

The Chair announced to those present that the meeting would be live streamed.

### **CYP/14/25 Evacuation Procedure**

The evacuation procedure was noted.

### **CYP/15/25 Declarations of Interest**

There were no declarations of interest recorded.

### **CYP/16/25 Minutes**

AGREED that the minutes of the meeting held on 13 May 2026 be confirmed as a correct record and signed by the Chair.

### **CYP/17/25 The Annual Children's Services Complaints Report 2025/26**

The Committee considered a report regarding Children's Services Complaints in 2025/26, prior to the information being published on the Council's website. It was proposed that this information would be reported to the committee on an annual basis. The key issues highlighted were:

- There had been an increase in complaints from the previous year (37%), which was comparable with increases at other Local Authorities, with the majority (65%) of complaints relating to the Social Work teams. There had also been an increase in the number of complaints that had processed to Stage 2, and it was possible that this was due to both the change in process to be in line with ombudsman expectations, therefore no longer asking for reasons why the wished to move to the next stage, along with dissatisfaction with early attempts of resolution.
- Communication and information sharing were the main themes within the complaints received. This could include minutes not sent on time or not being able to get hold of a social worker.

- Children's Services were examining the links between complaints and learning from those more to improve services. Work was also ongoing to develop a QA code to ensure better ways for people to give feedback and issues did not get to complaint stage.
- There was a more stable workforce within Social Care, with less agency workers and lower turnover as there had been historically, which it was hoped would improve communications and reduce complaints. However, sometimes the complaints received were due to parent/carers disagreeing with the difficult decisions made by the team.
- The main theme for SEND complaints was to access to service e.g. there may have been disagreement between the school that had been assessed as meeting the needs of a child and the school the parent/carer wished them to attend.
- A small number of complaints went overdue, and reasons for this included workload, time the complaints was received e.g. holiday period, or the complexity of the complaint. It was important to note that these complaints were overdue by days not weeks.
- There was a good relationship between the Council and the Ombudsmen, with the Council supporting their investigations and ensuring that they had all the information they needed.
- While there were a small number of complaints from children and young people themselves there were several routes for them to feedback and ensure that their voice was heard to improve services.

AGREED the report be noted.

## **CYP/18/25 Monitoring - Scrutiny Review of Narrowing the Gap in Educational Attainment**

The Committee received progress updates in relation to its previous review of Narrowing the Gap in educational Attainment. Updates were presented on Recommendation 4, Identify and support young carers and Recommendation 16, Strengthen support for parent/carer to develop language and reading skills. Both recommendations were assessed as on track/ongoing. The key issues highlighted and discussed were as follows:

- A Young Carers Card, coproduced with young carers, had been introduced to assist school staff to identify and understand the behaviour of young carers e.g. arriving at school late, which several schools had rolled out. The next step would be to track the impact this had had on young carers attendance and educational attainment.
- Approximately 320 young carers annually moved through Eastern Raven Trust services. Following the focused activity of carrying out school assemblies, holding drop-in sessions, and other engagement with schools, there had been a small increase in the numbers identified as young carers. However, there had been more awareness within schools of the need to support young carers, and an increase in interventions. Young carers had also been identified as vulnerable characteristic by Ofsted which was also increasing the involvement from schools.
- An online training course for Council staff had been produced to raise awareness of young carers.
- A range of courses were developed to support parents and carers with the aim to not only support literacy but also wider health, wellbeing and nutrition support to tackle pupil attendance and development. The courses gave participants the

skills that they needed to build stable homes and backgrounds to assist with their child's learning and wellbeing, as well as pass skills such as cooking on to their child. Popular courses included creating Christmas Eve Boxes, and "fakeaways".

- The majority of schools engaged with the support offer were Local Authority schools however there had been some engagement with Academy schools and the next step would be to continue to develop the engagement with these schools, rolling out the initiatives to more schools, and thereby more communities.
- The team were continuously building networks and targeting parents and carers to promote the support available. Collaboration with schools and Family Hubs were key to successfully engaging with those parents and carers that needed the support. Including arts and craft programmes was also found to be an effective way to connect with those parents and carers.

AGREED that the progress updates be noted and assessments of progress be confirmed.

#### **CYP/19/25 Scrutiny Review of Additional Resourced SEND Provision**

The Committee considered a report which outlined the evidence and key findings of the Scrutiny Review of Additional Resourced SEND Provision. The Committee commenced the review in July 2026 however this was superseded by the white paper on SEND reform. The report would therefore be presented to Cabinet to note.

AGREED the report be noted for submission to Cabinet.

#### **CYP/20/25 Scrutiny Review of Alternative Provision**

The Committee noted the scope and project plan for their next review, Alternative Provision (AP) and received a background presentation from the link officer. AP was education arranged by local authorities for children who, because of exclusion, illness or other reasons, would not otherwise receive suitable education. This included children on suspension and children directed to offsite provision to improve their behaviour. The review would not be including home and hospital in its scope. The issues highlighted and discussed included:

- Stockton-on-Tees were part of the Department for Education Change programme and developed a three-tiered approach to AP which included supporting pupils to remain in their school, short term placements for pupils who would then return to school, and short/long term placements for pupils who would then move to a new setting or post-16 provision.
- Day 6 provision described when a child was permanently excluded from school, and the local authority became responsible on the sixth day of that exclusion for their education.
- A new provision called Compass was being run in partnership with Stockton Sixth Form College for children that had social, emotional and mental health needs.
- There is a statutory duty to quality assure the AP that is being commissioned. This duty remained with the school if they were commissioning the provision.
- Non-school Alternative Provision were providers that had not hit the threshold to register as a school, and provided support in different ways e.g. face to face education, tuition within venues that comfortable for the child, tuition in family

hubs or libraries, online education, therapeutic support for neurodiverse children, and those offering physical activities. There were several of these providers on Stockton-on-Tees framework who supported children from key stage one through to post-16.

- The current framework was a 10-year framework which would be reopened annually for new providers to apply. There were currently 29 providers on the framework, with 31 new applications on the last round of tenders, therefore increasing the framework to allow for a broad range of provider to choose from. These applications would be reviewed and go through a moderation process before being quality assured to ensure they met the criteria.

AGREED that the information be noted and scope and project plan agreed.

#### **CYP/21/25 Chair's Update and Select Committee Work Programme**

AGREED that the work programme be noted.

Chair: .....

## CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

WEDNESDAY 16 SEPTEMBER 2026

### REPORT OF DIRECTOR OF CHILDREN'S SERVICES

# Children's Social Care Overview Report

## Summary

This report gives an overview of the key achievements and challenges in 2025/26 Children's Social Care.

## Key Achievements -

- 1. The Family Help point is now embedded into the service and is demonstrating improved outcomes for children and families.**

Following Stockton's disaggregation from the shared Front Door arrangement, we resumed direct control of Front Door service, known as the Family Help Point on 1 April 2026 and redesigned the model around a relational strength based, approach.

Key changes included:

- Establishing a dedicated Early Help Team within the Front Door, comprising six practitioners and a Team Manager.
- Positioning the Front Door as an intervention through advice, guidance, safety planning and signposting.
- Strengthening threshold decision-making and professional consultation.
- Increasing referrals and signposting to Early Help, community services and partner agencies.
- Improving practitioner knowledge and confidence in the Early Help offer.
- Introducing enhanced quality assurance and auditing of threshold decisions.

The redesigned Front Door has created a more proportionate and responsive system that ensures families receive support from the right service at the earliest opportunity.

Key outcomes include:

- 29% increase in Early Help activity.
- 94% of relevant contacts now signposted or referred to appropriate support services.
- Tripling of families remaining within Early Help support, reducing unnecessary transitions between services.
- 61% reduction in children progressing to statutory assessment between 1 April and 9 June 2026, equating to 754 fewer children entering statutory assessment processes.
- Improved alignment with regional and statistical neighbour performance levels.
- Quality assurance evidence confirming that children requiring statutory intervention continue to receive appropriate services.

Overall, the changes have improved outcomes and experiences for children and families, strengthened partnership working, reduced unnecessary statutory intervention, and enabled Children's Services to focus resources on those children most in need of protection and support.

## **2. Workforce stability and reduced use of agency staff**

Despite national and local recruitment challenges, the Children's Senior Leadership Team have implemented a robust recruitment and retention strategy. Workforce stability is a key enabler of high-quality, consistent social work practice and as of August 2026, 93% of our social workers are permanent, with 7% employed via agency arrangements. This is significantly lower than most local authorities within the region.

Workforce stability has been strengthened by several agency social workers converting to permanent employees.

We continue to adopt our 'grow our own' expanding social work apprenticeships, investing in student placements and Newly Qualified Social Workers. We have strengthened our relationships with local Higher Education Institutions to ensure that we have a steady flow of student social workers on placement at Stockton Borough Council.

22% of our permanent workforce currently are in their Assessed and Supported Year in Employment. To maintain service capacity and quality, we have retained a small number of experienced agency workers who also assist in supporting and mentoring less experienced practitioners.

The data shows that Stockton on Tees Children's service is increasingly becoming an employer of choice for many social workers, and is supported by a positive workplace culture, good staff morale, and an attractive training and support offer.

## **3. Family Help Pilot**

In April 2026, Stockton launched a place-based Family Help Pilot in Billingham Family Hub, bringing together Social Workers and Senior Family Workers within a single locality team. The pilot strengthens integration between Early Help and Children's Social Care, reducing handovers, supporting effective communication and joint problem-solving, improving continuity of support and promoting a more relational, strengths-based approach with families.

Early learning and feedback from partners indicate improved collaboration between practitioners and partners, stronger relationships with families, and greater continuity of support. Families experience fewer transitions between services and benefit from earlier intervention, coordinated planning and more consistent professional relationships. Schools and partner agencies report stronger local partnerships and improved communication, supporting earlier identification of need and more effective responses. The geographical model has enabled more consistent professional relationships to develop between Family



Help practitioners, schools and partner agencies, creating a stronger local network around children and families

The pilot has also introduced a co-produced Family Help Assessment, which supports whole-family, strengths-based practice and a shared understanding of need. This approach means families experience consistent support from a team around the family, with professionals maintaining involvement throughout the journey and reducing the need for families to repeatedly tell their story. Practitioner feedback has been positive, with staff reporting that it better reflects relational practice and enables more joined-up support.

The success of the pilot is informing plans to develop a borough-wide, place-based Family Help model through Stockton's Family Hubs. Discovery work is underway to understand the workforce, partnership and operational changes required to support implementation and align with the Families First reforms from April 2027.

## Challenges

### 4. Complexity of the national reform policies.

Over the next 6 to 12 months, the Council will need to respond to and implement a significant programme of complex national reforms across children's services, early help, and youth justice. These reforms present important opportunities to strengthen outcomes for children, young people and families; however, they will require substantial corporate, workforce and partnership planning and development.

Key priorities include:

- the implementation of the Families First Partnership reforms, which will reshape local safeguarding and family help arrangements through a more integrated and preventative model. This will include a Multi-Agency Child Protection Team (MACPT) as well as the Family Help Teams;
- the rollout of the Best Start in Life (BSIL) programme across four Family Hub locations to improve support for babies, young children and their families;
- the delivery of Kinship Care reforms to enhance support for children living with extended family and friends;
- the continued development of fostering services through the North East Regional Fostering Hub, aimed at increasing regional sufficiency and placement choice;
- implementation of Youth Justice Board reforms, which seek to strengthen prevention, diversion and whole-system approaches to reducing offending and improving outcomes for young people.

Collectively, these reforms need to be delivered at pace, will require careful planning, partnership working and oversight to ensure successful delivery and sustainable service improvement. The development of these reforms runs alongside 'business as usual' operational delivery and ambitious plans for the continual improvement of practice.

## **5. Sufficiency and complexity of need.**

Sufficiency of local, appropriate and cost-effective care arrangements continues to pose a significant challenge for the council.

Our local provision is broadly sufficient for younger children but currently not sufficient for adolescents. Around two-thirds of our children in care are aged 10 and above. Pressure is concentrated in the adolescent cohort, who are most likely to require residential, supported accommodation, and specialist provision, due to the complexity of their needs. Although we operate several internal children's homes, the demand outstrips capacity and we have more children placed in private provision, which is usually significantly more expensive and for which we have less choice and control over.

The majority of private children's homes locally are also available to children from other local authorities and not prioritized for Stockton-on-Tees children. This leaves us with reduced control over availability, matching, and price, alongside increased out-of-area placements and market dependency.

Evidence shows that most children who move into residential care do so following the breakdown of their foster care arrangement, including fostering with connected carers. This is often associated with increasing challenging needs that foster carers cannot meet, despite efforts to stabilize these arrangements and offer additional support.

This evidence underlines the need for strengthened forecasting within our Sufficiency Strategy and Market Position Statement, ensuring that decision-makers and providers can clearly see how increasing demand, market constraints, and regulatory pressures intersect with our service priorities to improve placement stability and sufficiency and reduce the overall number of children in our care.

Transformation deep dive analysis has provided a clearer picture of demand pressures and provided direction for the next stages of transformation work, aimed at finding solutions to provide better value, emergency and local provision for children with high and complex needs, who cannot safely live with their families.

## **6. Serious youth violence and criminal exploitation.**

The Youth Justice Management Board has led the development of both the Youth Justice Plan 2026-27 and the Stockton-on-Tees Serious Youth Violence Strategy 2026-2031. Together, these documents establish a shared framework for preventing offending, reducing serious youth violence, safeguarding vulnerable children and creating safer communities.

The Youth Justice Plan reflects continued positive performance in preventing children entering the criminal justice system. First Time Entrants (FTE) have reduced from 33 to 21 children, with the FTE rate decreasing from 154 to 96, significantly below regional and national comparators. This has been supported through effective use of Out of Court Disposals, Turnaround interventions and partnership-led diversionary approaches.

Despite these successes, Stockton on Tees continues to face challenges associated with serious youth violence, exploitation, school exclusions and a small cohort of children presenting with increasingly complex needs. Reoffending and custody rates remain areas requiring continued focus, particularly amongst children involved in serious violence and organised criminal activity.

## Emerging Issues

### **7. Regional care cooperative and Fostering with North East development.**

The Department for Education's reforms to establish Regional Care Cooperatives (RCCs) and strengthen regional fostering hubs represent a significant shift toward coordinated, end-to-end regional delivery models.

The development of the North East Regional Care Cooperative is in the early stages, with key senior leadership posts being recruited to. As a partnership of all 12 Local Authorities, the plan is operate at sufficient scale to achieve system efficiencies and improve sufficiency planning. This will hopefully add capacity and improve the choice for children's care provision across the North East.

The North East regional fostering agency, Fostering with North East, has been successful in securing Department for Education (DfE) funding through a competitive bidding process. The funding will support the implementation of regional fostering reforms, aimed at increasing the recruitment and retention of foster carers, strengthening support services for fostering families, and improving placement sufficiency across the region.

The proposed End-to-End Fostering Hub model will require Stockton, alongside the other 12 North East local authorities, to move from delivering fostering services largely within individual councils to a more regional approach. Recruitment, enquiry handling, assessment and approval of foster carers will be undertaken through a single regional hub, with staff, budgets, expertise and processes increasingly aligned across the region. Stockton will retain its statutory responsibilities for children in care, including care planning, matching children to foster carers), but will work within a shared regional governance structure and contribute to a unified recruitment, training, support and performance framework.

The new model is due to go live from 30 September 2026, with the initial focus on the transfer of recruitment, assessment and approval functions into the regional hub. The programme will then be implemented in phases, with the regional training and support offer for foster carers developing over time and full delivery of the full end-to-end model including the supervision and support of Mainstream foster carers expected by April 2028. The anticipated benefits include increased foster carer recruitment and retention, more consistent support for foster families, reduced duplication, greater efficiency, and improved placement sufficiency for children across the region.

For Stockton, these changes represent a significant service transformation rather than a change in statutory responsibility. The council will need to support regional workforce, governance and budget arrangements while benefiting from shared expertise, economies of

scale and a stronger collective approach to recruiting and supporting foster carers across the North East

The hub has also been successful in a DfE Innovation Fund bid for Weekenders. Weekenders is a programme focused on recruiting Weekender Foster Carers who welcome a child into their home for only one weekend a month, to build a lasting relationship and provide additional support.

### **Cabinet Member Approval**

The Cabinet Member has been briefed on the contents of this report.

# Stockton-on-Tees Plan – Progress 2026

## Children's Social Care

### Summary

Following Council agreement of the Stockton-on-Tees Plan in 2024, it was agreed that the Children and Young People's Select Committee would receive annual performance updates of the Tier 2 outcomes.

The indicators attached (Appendix 1) provide Children and Young People's Select Committee with an update on the Council's progress against the high-level outcomes identified in the Stockton-on-Tees Plan.

### Recommendations

Children and Young People's Select Committee is recommended to note and comment on the update attached at Appendix 1.

### Reasons for the Recommendations

#### **1. To Ensure Transparency and Accountability:**

Regular reporting against the Stockton-on-Tees Plan enables Members to monitor progress, assess the effectiveness of service delivery, and ensure that the Council remains accountable to residents and partners.

#### **2. To Support Evidence-Based Decision Making:**

The report provides an overview of outcomes, highlighting both achievements and areas requiring improvement. This evidence base supports informed decision-making and prioritisation of resources.

#### **3. To Drive Continuous Improvement:**

Identifying areas for improvement allows for timely intervention and the implementation of corrective actions. This promotes a culture of continuous improvement across services and contributes to better outcomes for communities.

#### **4. To Align with Strategic Priorities:**

Monitoring progress against the Stockton-on-Tees Plan ensure that the organisation remains focused on delivering its strategic objectives and that progress is aligned with the Council's vision and long-term goals.

## **5. To Inform Future Planning and Budgeting:**

Insights from the report can inform future service planning, policy development, and budget setting, ensuring that resources are targeted effectively to meet community needs.

## **6. To Highlight and Celebrate Success:**

Recognising areas of strong progression helps to motivate staff, share best practice, and reinforce the Council's commitment to delivering high-quality services.

### **Detail**

1. The Stockton-on-Tees Plan (2024) set a Vision for the future of the Borough, developed with communities, for communities:
  - a. Our Vision: Stockton-on-Tees is home. It's a warm and friendly place where we welcome others and come together as a single community. We are a diverse and inspiring Borough, culturally rich and with confidence in a future that we can all share and be proud of. At the economic heart of the Tees Valley, we are a dynamic, safe and healthy place where everyone can grow and succeed. We will continue to work together to reduce inequalities and barriers to opportunity.
2. The wider plan was developed to reflect the drivers and priorities that can turn our Vision into reality, and included a picture of success, underpinned by key outcome measures (What success looks like – Stockton-on-Tees Borough Council).
3. Outcomes centre around our priority areas of:
  - The Best Start in Life to Achieve Big Ambitions
  - Healthy and Resilient Communities
  - A Great Place to Live, Work and Visit
  - An Inclusive Economy
  - A Sustainable Council
4. Appendix 1 provides the first year's progress report against key outcome measures, it includes:
  - a. The vision and priorities
  - b. Key indicators (current position and direction of travel)
  - c. Activity to date
  - d. Planned activity
  - e. Key metrics

5. This includes:

- a. Areas where the Council performs above the national average, and demonstrates strong performance trends aligned to our ambitions:
  - % of persistent absentees among children looked after
  - % of children protection plans which are a second or subsequent plan
  - Workforce vacancy rates
  - % of looked after children placed more than 20 miles from home
  - % of child protection plans lasting longer than 2 years
  - % of care leavers aged 19-21 who are NEET
- b. Areas where the Council shows strong performance relative to national averages, however there is a need to manage local trends to improve outcomes:
  - % of persistent absentees among Children in Need using children's social care
  - Rate of Children In Need per 10,000
  - % of CIOC with 3 or more placements during the year
  - Average Strengths and Difficulties Questionnaire (SDQ) score for children looked after
  - % of children looked after at 31 March who are unaccompanied asylum-seeking children (UASC)
  - % of care leavers aged 17-18 who are NEET
- c. Areas where the Council demonstrates strong performance trends aligned to our ambitions:
  - First time entrants to the Youth Justice system
  - Rate of Section 47 enquiries per 10,000
- d. Known areas of challenge, which form the basis of targeted activity to improve outcomes:
  - % of youth offenders reoffending (aged 10-17)
  - % of persistent absentees among children on a Child Protection plan (latest year only - previous years perform better than England)
  - % of referrals which were within 12 months of a previous referral
  - % of CIOC with a least one missing incident during the year
  - % of care leavers aged 17-18 who are in suitable accommodation
  - % of care leavers aged 19-21 who are in suitable accommodation
  - % care leavers aged 17-18 who are in custody
- e. Indicators that are specific to SBC with a positive trend:
  - N/A

## **Community Impaction and Equality and Poverty Impact Assessment**

6. The Council Plan drew from a wide range of data and intelligence. But overall, it represents the voice of the Borough. It has been developed with communities, for communities. Intelligence has been gathered from:
  - Our Residents Survey
  - Conversations with Community Groups
  - Face-to-face interviews
  - Out Viewpoint Panel
7. Key themes from our conversation with communities, and which are reflected in the Council Plan are:
  - Creating a Borough to be proud of that encourages more young people to stay here
  - Creating employment opportunities and raising aspirations
  - Creating safe communities and reducing anti-social behaviour in town centres
  - Good Schools and Colleges
  - Good transport links – including cycleways & pathways
  - Joint working with communities and creating an inclusive Borough
8. Working closely with our communities and partners will help us meet the needs of our residents and make Stockton-on-Tees a place we can all be proud of. Some examples of how we will measure success include:
  - The number of children in poverty
  - Educational attainment
  - Feelings of belonging in communities
  - Crime rates & perceptions of crime
  - Satisfaction with employment & accommodation
  - Employment rates & productivity

## **Corporate Parenting Implications**

9. The Stockton-on-Tees Plan's strategic priorities will support the Local Authority to deliver its statutory functions and enable it to be an effective Corporate Parent.

## **Financial Implications**

10. The Stockton-on-Tees Plan is aligned with the Council's Medium Term Financial Plan. There are no financial implications as a direct result of this report. Financial Implications will be considered through any proposed action to deliver and approval sought at that point.



## **Legal Implications**

11. Any and all legal implications will be identified through careful action planning throughout the delivery of the Stockton-on-Tees Plan noting, in particular, that growing pressures on communities and public services will require effective management of all Council's resources, and that, any decisions made pursuant to the Council Plan are also made in accordance with the law to minimise any risk of legal challenge.

## **Risk Assessment**

12. The Stockton-on-Tees Plan provides the vision or the future of the Borough. The greatest risk associated with the Stockton-on-Tees Plan is that the development has not been sufficiently robust and that the wrong priorities have been identified. This risk has been mitigated by a detailed development process including considerable consultation with our communities, partners and internally with Members and officers.

## **Wards Affected and Consultation with Ward Councillors**

All Stockton-on-Tees Wards are affected.

## **Background Papers**

Council Plan (Council Report, November 2024)

**Name of Contact Officer:** Louise Hollick

**Post Title:** Assistant Director - Early Help, Safeguarding and CIOC

**Telephone number:** 01642 528490

**Email address:** [louise.hollick@stockton.gov.uk](mailto:louise.hollick@stockton.gov.uk)

Appendix 1 – Measuring Progress

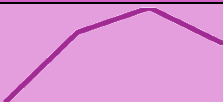
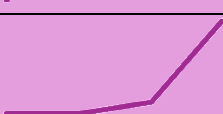
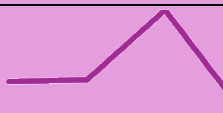
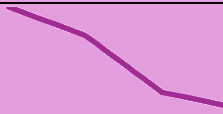
a) The vision, priorities and key indicators

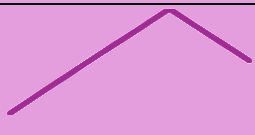
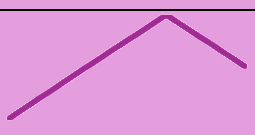
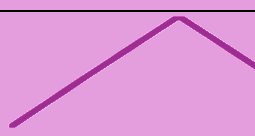


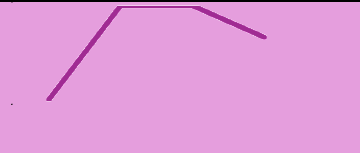
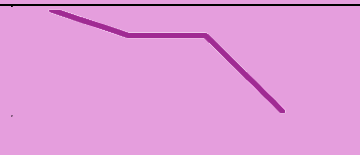
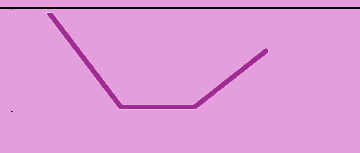
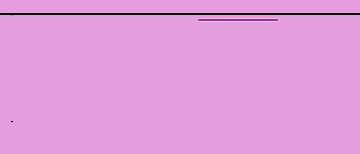
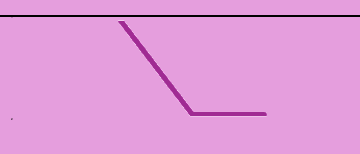
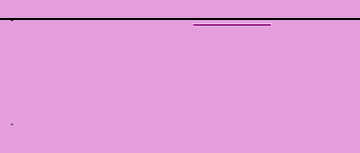
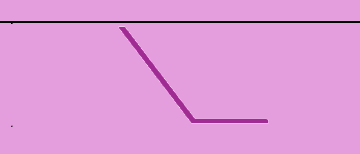
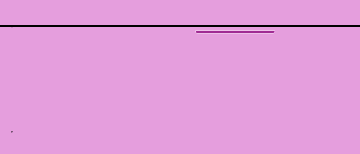
a) Service Priorities

| Children's Social Care |                                                                                                              | Service Priorities                              |                                   |                                       |                      |                     |
|------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------|---------------------------------------|----------------------|---------------------|
|                        |                                                                                                              | THE BEST START IN LIFE TO ACHIEVE BIG AMBITIONS | HEALTHY AND RESILIENT COMMUNITIES | A GREAT PLACE TO LIVE, WORK AND VISIT | AN INCLUSIVE ECONOMY | SUSTAINABLE COUNCIL |
|                        |                                                                                                              | ↓                                               | ↓                                 | ↓                                     | ↓                    | ↓                   |
| Unique Indicator Code  | Priority                                                                                                     | Linked to above priority                        |                                   |                                       |                      |                     |
| SPCSC001               | Strengthen Early Help: ensuring families receive help at the earliest opportunity                            | Yes                                             | Yes                               | Yes                                   | Yes                  | Yes                 |
| SPCSC002               | Ensure children are safe, supported, and protected from abuse and harm                                       | Yes                                             | Yes                               | Yes                                   | Yes                  | Yes                 |
| SPCSC003               | Ensure that children are in the most appropriate care arrangement to meet their needs and are well cared for | Yes                                             | Yes                               | Yes                                   | Yes                  | Yes                 |
| SPCSC004               | Reduce the number of Children in Our Care                                                                    | Yes                                             | Yes                               | Yes                                   | Yes                  | Yes                 |
| SPCSC005               | Improve outcomes for care leavers                                                                            | Yes                                             | Yes                               | Yes                                   | Yes                  | Yes                 |

**b) Key indicators**

| Ref. | Indicator                                                                     | Latest data | Trend                                                                                 |
|------|-------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------|
| 1    | Referral rate per 10,000                                                      | 883.3       |    |
| 2    | First time entrants to the Youth Justice system                               | 19          |    |
| 3    | % of youth offenders reoffending (aged 10-17)                                 | 59.1%       |    |
| 4    | Share of Children's Services spend not on children looked after               | 25%         | n/a                                                                                   |
| 5    | % of persistent absentees among Children in Need using children's social care | 47.3%       |    |
| 6    | % of persistent absentees among children on a Child Protection plan           | 63%         |  |
| 7    | % of persistent absentees among children looked after                         | 16.7%       |  |
| 8    | % of referrals which were within 12 months of a previous referral             | 28.8%       | n/a                                                                                   |
| 9    | % of CIOC with a least one missing incident during the year                   | 14%         | n/a                                                                                   |
| 10   | Rate of Section 47 enquiries per 10,000                                       | 218.9       |  |
| 11   | Rate of Children In Need per 10,000                                           | 520.2       |  |
| 12   | Rate of Child Protection per 10,000                                           | 80          |  |

|    |                                                                                                                                                         |      |                                                                                       |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| 13 | % of children protection plans which are a second or subsequent plan                                                                                    | 20%  |    |
| 14 | % of child protection plans lasting longer than 2 years                                                                                                 | 1%   | n/a                                                                                   |
| 15 | Workforce vacancy rates                                                                                                                                 | 7.5  |    |
| 16 | % of looked after children placed more than 20 miles from home                                                                                          | 7%   |    |
| 17 | % of CIOC with 3 or more placements during the year                                                                                                     | 11%  |    |
| 18 | % of children who cease being looked after due to moving into a Special Guardianship Order (SGO), Residence Order (RO), or Care Arrangement Order (CAO) | 8%   |   |
| 19 | % of children living in foster care                                                                                                                     | 70%  |  |
| 20 | % of children living in residential care                                                                                                                | 13%  |  |
| 21 | % of children living in secure children's homes                                                                                                         | 13%  |  |
| 22 | % of children looked after living in different placement types                                                                                          | 1%   | n/a                                                                                   |
| 23 | Average Strengths and Difficulties Questionnaire (SDQ) score for children looked after                                                                  | 14.5 | n/a                                                                                   |

|           |                                                                                             |     |                                                                                       |
|-----------|---------------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------------------------|
| <b>24</b> | % of children looked after at 31 March who are unaccompanied asylum-seeking children (UASC) | 4%  |    |
| <b>25</b> | Rate of children in our care per 10,000 – non-UASC                                          | 125 |    |
| <b>26</b> | Rate of children leaving care per 10,000                                                    | 40  |    |
| <b>27</b> | % of care leavers aged 17-18 who are NEET                                                   | 40% |    |
| <b>28</b> | % of care leavers aged 19-21 who are NEET                                                   | 35% |    |
| <b>29</b> | % of care leavers aged 17-18 who are in suitable accommodation                              | 80% |   |
| <b>30</b> | % of care leavers aged 19-21 who are in suitable accommodation                              | 79% |  |
| <b>31</b> | % of care leavers aged 17-18 who are in custody                                             | 7%  |  |

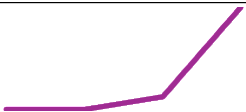
**b) Activity to date**

| <b>Ref.</b>                           | <b>Activity</b>                                            |
|---------------------------------------|------------------------------------------------------------|
| 1,2,3,4,8,<br>10,11,12                | Family Help Point launched - April                         |
| 1,2,3,4,8,<br>10,11,12                | Family Help Pilot - May                                    |
| 5,6,7,10,11,<br>12,13,14,18,<br>22,23 | MACPT Pilot – June                                         |
| 1,2,3,4,8                             | BSIL Family Hub launched – August                          |
| 7,9, 16-31                            | Virtual Memory box launched – April, 13398 uploads to date |

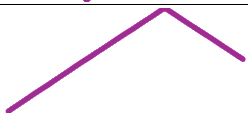
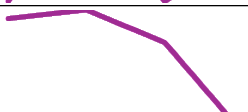
**c) Planned activity**

| <b>Ref.</b>                              | <b>Planned activity</b>                                                       |
|------------------------------------------|-------------------------------------------------------------------------------|
| 1-25                                     | Phase 2 of the Family First reform programme                                  |
| 1,2,3,4,8                                | Further roll out of BSIL hubs                                                 |
| 26 to 31                                 | Roll of care leavers app to meet the requirements of the care leavers reforms |
| 7,8,9,16,17,<br>18,19,20,21,<br>22,23,26 | Development of kinship local offer                                            |
| 2,3,5-<br>14,16,17,<br>21-23,26          | Development of 3 inhouse children's homes                                     |
| 1 to 31                                  | Planning for ILACS                                                            |

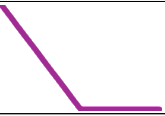
d) Key Metrics

| Indicator                                                                     | Polarity    | Previous 2 years |       | Previous year | Latest data | Latest data date | Direction of travel | Trend                                                                                 |
|-------------------------------------------------------------------------------|-------------|------------------|-------|---------------|-------------|------------------|---------------------|---------------------------------------------------------------------------------------|
| Referral rate per 10,000                                                      |             | 839.4            | 890.6 | 909.2         | 883.3       | 2025             | ↓                   |    |
| First time entrants to the Youth Justice system                               | Low is good |                  |       | 19            | 19          | 2026             | →                   |    |
| % of youth offenders reoffending (aged 10-17)                                 | Low is good |                  |       | 59.1%         | 59.1%       | 2026             | →                   |    |
| Share of Children's Services spend not on children looked after               |             |                  |       |               | 25%         | 2025             |                     |                                                                                       |
| % of persistent absentees among Children in Need using children's social care | Low is good | 45.1%            | 50.4% | 47.3%         | 47.3%       | 2025             | →                   |    |
| % of persistent absentees among children on a Child Protection plan           | Low is good | 50%              | 50%   | 51.6%         | 63%         | 2025             | ↑                   |   |
| % of persistent absentees among children looked after                         | Low is good | 18.1%            | 18.2% | 21.4%         | 16.7%       | 2025             | ↓                   |  |
| % of referrals which were within 12 months of a previous referral             | Low is good |                  |       |               | 28.8        | 2025             |                     |                                                                                       |
| % of CIOC with a least one missing incident during the year                   | Low is good |                  |       |               | 14.0%       | 2025             |                     |                                                                                       |



|                                                                                                                                                         |              |       |       |       |       |      |   |                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------|-------|-------|-------|------|---|---------------------------------------------------------------------------------------|
| Rate of Section 47 enquiries per 10,000                                                                                                                 | Low is good  | 304.6 | 280.4 | 232.1 | 218.9 | 2025 | ↓ |    |
| Rate of Children In Need per 10,000                                                                                                                     | Low is good  | 549.6 | 517.9 | 538.6 | 520.2 | 2025 | ↓ |    |
| Rate of Child Protection per 10,000                                                                                                                     | Low is good  | 93    | 69    | 79    | 80    | 2025 | ↑ |    |
| % of children protection plans which are a second or subsequent plan                                                                                    | Low is good  | 23.5% | 18.4% | 24.6% | 20.0% | 2025 | ↓ |    |
| % of child protection plans lasting longer than 2 years                                                                                                 | Low is good  |       | 4.7%  |       | 1.0%  | 2025 | ↓ |                                                                                       |
| Workforce vacancy rates                                                                                                                                 | Low is good  | 12.5  | 3.7   | 9.8   | 7.5   | 2025 | ↓ |    |
| % of looked after children placed more than 20 miles from home                                                                                          | Low is good  | 5.0%  | 7.0%  | 9.0%  | 7.0%  | 2025 | ↓ |    |
| % of CIOC with 3 or more placements during the year                                                                                                     | Low is good  | 10.0% | 12.0% | 10.0% | 11.0% | 2025 | ↑ |   |
| % of children who cease being looked after due to moving into a Special Guardianship Order (SGO), Residence Order (RO), or Care Arrangement Order (CAO) | High is good | 22.0% | 23.0% | 19.0% | 8.0%  | 2025 | ↓ |  |
| % of children living in foster care                                                                                                                     |              | 66.0% | 65.0% | 66.0% | 70.0% | 2025 | ↑ |  |

|                                                                                             |              |       |       |       |       |      |   |                                                                                       |
|---------------------------------------------------------------------------------------------|--------------|-------|-------|-------|-------|------|---|---------------------------------------------------------------------------------------|
| % of children living in residential care                                                    |              | 12.0% | 13.0% | 14.0% | 13.0% | 2025 | ↓ |    |
| % of children living in secure children's homes                                             |              | 12.0% | 13.0% | 14.0% | 13.0% | 2025 | ↓ |    |
| % of children looked after living in different placement types                              |              |       |       |       | 1.0%  | 2025 |   |                                                                                       |
| Average Strengths and Difficulties Questionnaire (SDQ) score for children looked after      | High is good |       |       |       | 14.5  | 2025 |   |                                                                                       |
| % of children looked after at 31 March who are unaccompanied asylum-seeking children (UASC) |              | 2%    | 5%    | 5%    | 4%    | 2025 | ↓ |    |
| Rate of children in our care per 10,000 – non-UASC                                          |              | 133   | 131   | 131   | 125   | 2025 | ↓ |    |
| Rate of children leaving care per 10,000                                                    |              | 42    | 37    | 37    | 40    | 2025 | ↑ |    |
| % of care leavers aged 17-18 who are NEET                                                   | Low is good  |       |       | 40%   | 40%   | 2026 | → |                                                                                       |
| % of care leavers aged 19-21 who are NEET                                                   | Low is good  |       | 44%   | 35%   | 35%   | 2026 | → |  |
| % of care leavers aged 17-18 who are in suitable accommodation                              | High is good |       |       | 80%   | 80%   | 2026 | → |                                                                                       |

|                                                                |              |  |     |     |     |      |   |                                                                                     |
|----------------------------------------------------------------|--------------|--|-----|-----|-----|------|---|-------------------------------------------------------------------------------------|
| % of care leavers aged 19-21 who are in suitable accommodation | High is good |  | 88% | 79% | 79% | 2026 | ➔ |  |
| % of care leavers aged 17-18 who are in custody                | Low is good  |  |     | 7%  | 7%  | 2026 | ➔ |                                                                                     |

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## CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

WEDNESDAY 16 SEPTEMBER 2026

### REPORT OF DIRECTOR OF CHILDREN'S SERVICES

# Education, Inclusion & Achievement Overview Report

## Summary

This report gives an overview of the key achievements and challenges in 2025/26 for the Education, Inclusion & Achievement Service.

## Key Achievements

### 1. Consistent academic results across education and VERY strong within the Tees Valley

The following is based on school reported data and is provisional. However, does paint a very positive and consistently strong picture overall.

For our pupils leaving Reception Class:

- a) 70.8% of children achieved a Good Level of Development (GLD) in 2026. This is a 1.3% increase in comparison with 2025, and 0.5% above the provisional regional average (70.3%). But, there is a need for further improvement in the next two years if Stockton-on-Tees is to meet the aspirational DfE target for 2028 (78.5%). It's worth noting that Schools that participated in the local authority programme on "School Readiness" improved their GLD outcomes by an average of 4.7%. This programme will continue in 2026-27 as part of the local authority School Readiness work and is already proving a popular training offer for schools.
- b) At the end of Year One, the proportion of Year 1 children meeting the standard in the phonics screening check was 80.5%. Although slightly below the national average, it is a 0.4% improvement in comparison with 2025.
- c) At the end of Key Stage Two, Stockton-on-Tees schools continue to perform well at the expected standard. Overall, 65.8% of pupils met the expected standard in reading, writing and maths. This was a 0.6% improvement in comparison with 2025, and over 2% above both regional and national averages.
- d) At GCSE Grade 4 and above, Stockton on Tees ranks 1<sup>st</sup> in the Tees Valley, ranks 1<sup>st</sup> North East of England and exceeded national average for this measure, 71.8% of students obtained a Grade 4 (or above) in all subjects compared with 67% Nationally. In addition, at GCSE Grade 5 and above Stockton on Tees ranks 1<sup>st</sup> in the Tees Valley,

ranks 1<sup>st</sup> North East of England and exceeded national average for this measure. 56.3% of students obtained a Grade 5 (or above) in all subjects compared with 52.1% nationally.

- e) At A level A\*-E, the provisional “all ages” data, shows that 98% of Stockton on Tees students achieved a pass in all subjects exceeding national average (97.5%) and ranking 2nd in the Tees Valley for this measure.

## **2. Clear positive impacts of the “Skills for Success” programme and “Stockton Post 16 Partnership”**

### **SKILLS FOR SUCCESS**

This programme has been designed to boost skills, confidence and future aspirations of young people

It aims to complement the current curriculum and qualification route whilst minimising disruption to the pupil's education

There is a practical application of academic study, mentoring and industry visits – aligned to local business and industry need

The objectives of Skills for Success are to:

- Raise aspirations among disengaged young people
- Improve attendance, behaviour, and engagement in learning
- Reduce suspensions
- Provide exposure to various career opportunities
- Provide advice and guidance through mentorship
- Increase aspirations and provide clear options for progression
- Recognise a wider range of success, regardless of academic attainment
- To hear the student voice and act upon it, where appropriate
- Develop key life skills such as communication and confidence
- Recognise the needs of employers and support their future workforce requirements
- Reduce NEET over time.

These are some of the proven impact areas so far (variable for each learner):

- Raised aspirations among disengaged young people
- Improved attendance, behaviour, and engagement in learning
- Reduced suspensions
- Clearer options for progression

- Strengthened key life skills such as communication and confidence.

## **STOCKTON POST 16 PARTNERSHIP**

This group has senior representation from all our Post 16 Providers and relevant Council Officers

Strategic Priorities:

- **Priority 1: Transitions Support**

Target support specifically towards those at risk of dropping out and/or becoming NEET.

- **Priority 2: Communications**

Establish clear understanding of our Post 16 offer and opportunities with our young people and their parent/carers.

- **Priority 3: Enrichment**

Equip young people with the life skills needed to independently support themselves.

- **Priority 4: Local Business & Investment and Careers in Stockton**

Build on strong working relationships with local business leaders to inspire aspiration amongst our Young People, allowing them to view Stockton as the place to succeed.

Improve our careers offer within Stockton, to ensure there are Post 16 opportunities that appeal to a range of different interests.

Create a greater awareness of these opportunities

- **Priority 5: Excellence for All**

Peer support and challenge to further improve Key Stage 5 outcomes at the higher grades

Working Groups convened to work collaboratively to deliver the strategic objectives

Monthly Post 16 Partnership meetings convened to drive innovation/ action forward and ensure accountability for action taken and impact.

These are some of the key areas of impact so far:

- **Priority 1: Transitions Support**

Strengthened partnerships with secondary schools, including SEN Academy Trust 2026-27

Strengthened partnerships with SBC Virtual School and EET Intervention

Transport (connectivity, cost, journey time) an emerging issue. Strengthened strategic engagement at local and regional level to improve this context

2026-27 additional priority identified: Transport

- **Priority 2: Communications**

PR campaign launched to raise awareness of Stockton Post 16 offer with young people and parent / carers, driven by Stockton Corporate Comms team.

Main tactic of PR campaign via a collaboratively designed flier, social media posting and Stockton News.

Increased pupil registration in Stockton Post 16 providers – significantly increased in SSFC (anecdotal evidence increased by 100% 2026-27).

- **Priority 3: Enrichment**

- **Cross reference Priority 4**

- **Priority 4: Local Business & Investment and Careers in Stockton**

Strengthened partnership of Stockton Business and Industry with Stockton Career Leads

Raised awareness of local Business and Industry with Stockton Careers Leads

Mentoring engagement with young people from Stockton Business and Industry

- **Priority 5: Excellence for All**

A level grades A\*-A rank 1<sup>st</sup> in the Tees Valley

Strengthened collaboration to strengthen further KS5 quality of teaching, with specific reference to more able students

### **3. Positive Impact of “Be Kind to Your Mind” programme**

The transition from primary to secondary school is a significant milestone for young people and can be particularly challenging for vulnerable pupils and those experiencing emotional wellbeing concerns.

Recognising the potential impact that anxiety, uncertainty and social pressures can have on a child's ability to successfully settle into secondary education, the School Support Team developed the Be Kind to Your Mind (BKTYM) Enhanced Transition Programme.

The programme provides targeted support designed to improve confidence, emotional wellbeing and readiness for learning before pupils begin Year 7.

The programme's key objectives are to:

- Improve emotional wellbeing and confidence.
- Reduce anxiety associated with starting secondary school.
- Strengthen relationships between pupils, families and schools.
- Facilitate early identification of emerging needs.
- Promote a smooth and successful transition into Year 7.
- Support positive engagement with education from the outset

The program is delivered during the final two weeks of the summer holiday, BKTYM offers pupils the opportunity to attend their new secondary school in small groups prior to the start



of term. This supportive environment enables children to become familiar with their new surroundings, meet key members of staff, develop peer relationships and build confidence ahead of September.

The programme combines school tours, wellbeing activities, question and answer sessions, structured physical activities and opportunities for pupils to discuss concerns about transition.

Parents and carers are also actively involved through information and support sessions, strengthening family engagement and ensuring children receive consistent support throughout the transition process.

To enhance longer-term impact, the programme includes a three-week wellbeing programme delivered during the first half term of Year 7. This enables schools to identify emerging needs at an early stage and provide timely support to pupils who may be struggling to settle into secondary education.

A key strength of BKTYM is its strong partnership approach. The programme is delivered through collaboration between the School Support Team, Alliance Psychology Services, HDFT 5-19 Team and secondary schools across Stockton-on-Tees.

Schools play a pivotal role by providing access to facilities, introducing key staff and creating welcoming environments that help pupils feel comfortable and supported before their first day.

The School Support Team also works closely with the Local Authority's HAF Team to maximise opportunities for participating children. Through HAF funding, pupils eligible for Free School Meals receive a packed lunch, while all participants benefit from organised sports activities delivered by local community providers.

## **Impact**

The Be Kind to Your Mind Enhanced Transition Programme demonstrates how early intervention, innovative practice and strong partnership working can improve outcomes for children at a critical stage of their educational journey.

Impact varies according to each individual need; feedback from pupils who have benefited from the programme evidence the following:

- Greater confidence
- Strengthened resilience
- Improved readiness to learn.

## **4. The ASEND report acknowledges many effective areas and areas to be proud of within the service. Although the report states that there are “inconsistent experiences and outcomes” for children with SEND.**

The report acknowledged there is clear ambition to improve outcomes for Children and Young People (CYP) with SEND. It also identified a shared vision and a co-ordinated, collaborative approach.

The report praised the service's use of accurate information in setting priorities for CYP. The multi-agency working was particularly praised for ensuring joined up support.

Stockton Parent Carer Forum's work was rightly acknowledged as was the work we do together on co-production.

A clear strength is the prioritising of the voice of CYP which has led to contributions to improvement plans and Preparation for Adulthood (PfA) resources.

The 0-19 services work on transitions was praised – in particular the “Grow Well, Grow Healthy” programme and “All Together” sessions which help children with SEND and their families prepare for next steps in their education.

There is a well co-ordinated offer for children who have sensory needs. For example, there is an OT programme which helps parents understand and support with sensory needs in the home.

Our Early Help Service was seen to provide effective support through close partnership working. As a result there is early identification of needs and timely intervention.

The effective working relationships between children's social care, education professionals and the Virtual School help to ensure the needs of children with SEND have their needs met.

The SEND caseworkers attached to schools are clearly doing a very good job. They provide a consistent point of contact and advice on how best to meet the needs of CYP. Specialist teachers provided by the SEND service were also praised for their support of school staff.

Our Pathway Development Centres which seek to prevent exclusion of CYP provide timely assessment and plans for next steps for this vulnerable group. This can support children well in their return to mainstream settings.

Early Years (EY) support was also praised and our Early Support Nursery clearly provides good support to other EY providers with outreach programmes.

There is a very good Personal Development (PD) offer, clearly valued highly by schools and settings. This has led to better rates of attendance for targeted CYP with SEND.

Our Risk Of NEET Indicator (RONI) helps us to provide effective oversight of children with SEND who are at risk of becoming Not in Education Employment or Training. This is helping us to support young people in making next steps appropriate to their needs.

The Alternative Provision (AP) in the borough is consistently monitored. Again, the service's use of CYP voices in informing our monitoring is mentioned positively.

## Challenges

### **5. Fully understand the implications of the council financial settlement and continuing academisation within the schools sector. Make the necessary adjustments to ensure a nimble and pro-active service.**

As of August 2026, 8 primary schools and one secondary school remain as Local Authority Maintained schools. This means that overall financial contributions to council services by maintained schools continues to fall.

Although some academies still buy into some council services, these are financial decisions made by those trusts and not services that the council statutorily provides.

A number of traded services are operated from within Education Inclusion and Achievement (EIA), these services are of high quality and could operate well within a competitive market, we need to look at how we can ensure that they are positioned to do so.

The council maintains all of its statutory services and continues to support all schools (particularly those who are maintained) in as many ways and as effectively as it possibly can, as evidenced in our provisional 2026 outcomes.

The current financial settlement to the council (over the next three years) means that EIA must look carefully to see which can be reasonably maintained given the resources available.

In this context there remains a strong commitment to ensure EIA can meet all its statutory duties and address the challenges outlined in this report in the most efficient and effective way.

### **6. Delivering the full LARP programme**

Delivery of the Local Authority Reform Plan (LARP) requires the mobilisation of multiple improvement workstreams simultaneously and to support this we have employed a dedicated project manager for the first year of delivery to support coordination.

Expectations from Department For Education (DFE) are around demonstrating early progress by the end of October, meaning that much of the infrastructure for delivery needs to be established within a relatively short period and we are working at pace on this.

A large proportion of the actions require coordinated delivery across education, health, social care and wider partners, which increases the complexity of implementation. In addition, the Integrated Care Board (ICB) are integral partners to this improvement. They are working across 12 Local Authorities (LA) and it will be important for us to ensure we co-ordinate with the full regional approach where appropriate.

Several workstreams, such as Experts at Hand, depend upon specialist knowledge and expertise that is currently limited both locally and nationally, creating challenges in securing the right support at the right time for schools and recruitment and retention challenges for us.

Some actions require capacity from staff who are already managing statutory responsibilities and significant operational demand.

Robust governance, performance monitoring and reporting arrangements have been reviewed and re-established to monitor impact and maintain momentum.

Whilst challenging, the LARP provides us with a clear framework for improvement and an opportunity to strengthen partnership working, increase accountability and deliver long-term benefits for children and young people with SEND, this will begin by the delivery of experts at hand in the autumn term.

## **7. The number of young people becoming NEET within the Borough**

As per the national picture, many young people within the Borough are becoming NEET. This issue remains a national and Stockton priority; it is well documented that Stockton on Tees has some particular challenges in this area.

Contextually, we have seen some success in the programmes outlined below.

- excellent improvement in the Post 16 offer thanks to the work of the Post 16 Partnership.
- Substantial success of the Tees Valley Youth Trailblazer project and Skills for Success
- Delivery of the ICB Work Well Programme and Connect to Work programme

We remain aspirational and recognise there is progress still to be made. Key indicators that a young person will become NEET are wide ranging and complex: lack of school readiness from the very start of Education, any significant breaks in education (exclusion, suspension), mental health difficulties, unmet SEND needs, significant childhood trauma, being a Child in Our Care. Children in these circumstances continue to need consistent help and support in ensuring that we do whatever we can to minimise their risk of becoming NEET. We continue to strive and secure earlier intervention with those children at risk of becoming NEET, including children not previously identified in the RONI.

## **8. Mirroring point 5, the ASEND report states that there are “inconsistent experiences and outcomes” for children with SEND and these are the areas where the service needs to focus.**

There are a number of issues outlined with Education Health and Care Plans (EHCP):

EHCP's typically don't reflect CYP's social care and health needs well enough. Therefore reports don't accurately describe the support CYP require.

PfA is not yet built effectively into EHC plans. The plans need to be more ambitious and support provided for practitioners in understanding how they can help CYP with SEND meet their goals.

The aspirations of CYP in educational settings need to be better reflected in their reports. Some EHCPs need more up to date information to ensure there is effective multi-agency support.

Some parents and carers report concerns about transition from child services to adult services.

Moves between educational settings need to be better planned for CYP. There is not a consistently well understood partnership approach to transition for CYP with SEND.

There is limited residential provision within the Borough. This means that a number of children are being placed away from Stockton on Tees and away from their family.

The local partnership's approach to meeting SEND needs is not consistent across all educational settings. This inconsistency across schools in the Borough leads to a number of adverse outcomes – including high rates of suspensions and exclusions for children receiving SEND support.

CYP with SEND who have been excluded often wait too long for a return to full time education because there are not enough appropriate local places.

## Emerging Issues

- 9 **There seems to be an emerging issue in Stockton (and across the North East) of a low proportion of young people achieving higher grades or achievement measures in national testing – when compared to National Averages. It's important to say that many results are still “school reported” and provisional. We also need to have a deep look at context. However – an initial look at data indicates that:**
- a) At Key Stage Two, at the Greater Depth measure, results are inconsistent over the last 3 years in Reading, Writing and Maths and the combined R,W,M scores. This year, in all areas (other than Writing) Stockton on Tees scored below the national average.
  - b) At GCSE Stockton on Tees is performing well in comparison to other North East and Tees Valley LAs. Contextually, the Tees Valley average for this measure is 3.1% and the North East average is 3.4%. However, the percentage of students who were awarded a level Grade 9 in all subjects was 4.2% compared to 5% nationally, which reflects the regional picture.
  - c) At A level, contextually, we ranked 1st in the Tees Valley and 5th in the North East. However, the percentage of students scoring A\* - A in all subjects is 23.1% compared with 28.3% nationally, which reflects the regional picture.

We continue to be aspirational for our children and young people. Throughout 2026-27, relevant training and targeted support will be offered to schools; already our Post 16 leaders are working collaboratively to scope plans which will strengthen further our Post 16 outcomes.

## Cabinet Member Approval

The Cabinet Member has been briefed on the contents of this report.

# Stockton-on-Tees Plan – Progress 2026

## Education, Inclusion & Achievement

### Summary

Following Council agreement of the Stockton-on-Tees Plan in 2024, it was agreed that the Children and Young People's Select Committee would receive annual performance updates of the Tier 2 outcomes.

The indicators attached (Appendix 1) provide Children and Young People's Select Committee with an update on the Council's progress against the high-level outcomes identified in the Stockton-on-Tees Plan.

### Recommendations

Children and Young People's Select Committee is recommended to note and comment on the update attached at Appendix 1.

### Reasons for the Recommendations

#### 1. To Ensure Transparency and Accountability:

Regular reporting against the Stockton-on-Tees Plan enables Members to monitor progress, assess the effectiveness of service delivery, and ensure that the Council remains accountable to residents and partners.

#### 2. To Support Evidence-Based Decision Making:

The report provides an overview of outcomes, highlighting both achievements and areas requiring improvement. This evidence base supports informed decision-making and prioritisation of resources.

#### 3. To Drive Continuous Improvement:

Identifying areas for improvement allows for timely intervention and the implementation of corrective actions. This promotes a culture of continuous improvement across services and contributes to better outcomes for communities.

#### 4. To Align with Strategic Priorities:

Monitoring progress against the Stockton-on-Tees Plan ensure that the organisation remains focused on delivering its strategic objectives and that progress is aligned with the Council's vision and long-term goals.

#### 5. To Inform Future Planning and Budgeting:

Insights from the report can inform future service planning, policy development, and budget setting, ensuring that resources are targeted effectively to meet community needs.

#### 6. To Highlight and Celebrate Success:

Recognising areas of strong progression helps to motivate staff, share best practice, and reinforce the Council's commitment to delivering high-quality services.

## Detail

1. The Stockton-on-Tees Plan (2024) set a Vision for the future of the Borough, developed with communities, for communities:
  - a. Our Vision: Stockton-on-Tees is home. It's a warm and friendly place where we welcome others and come together as a single community. We are a diverse and inspiring Borough, culturally rich and with confidence in a future that we can all share and be proud of. At the economic heart of the Tees Valley, we are a dynamic, safe and healthy place where everyone can grow and succeed. We will continue to work together to reduce inequalities and barriers to opportunity.
2. The wider plan was developed to reflect the drivers and priorities that can turn our Vision into reality, and included a picture of success, underpinned by key outcome measures (What success looks like – Stockton-on-Tees Borough Council).
3. Outcomes centre around our priority areas of:
  - **The Best Start in Life to Achieve Big Ambitions**
  - **Healthy and Resilient Communities**
  - **A Great Place to Live, Work and Visit**
  - An Inclusive Economy
  - A Sustainable Council
4. Appendix 1 provides the first year's progress report against key outcome measures, it includes:
  - a. The vision and priorities
  - b. Key indicators (current position and direction of travel)
  - c. Activity to date
  - d. Planned activity
  - e. Key metrics
5. This includes:
  - a. Areas where the Council performs above the national average, and demonstrates strong performance trends aligned to our ambitions:
    - % of attendance pupils of compulsory school age in Stockton-on-Tees schools (primary)
    - % of attendance pupils of compulsory school age in Stockton-on-Tees schools (special)
    - % of pupils with persistent absence – 10% or more missed (primary)
    - % of pupils with persistent absence – 10% or more missed (special)
    - % of pupils with severe absenteeism – 50% or more missed (primary)
    - Rate of permanent exclusions (special)
    - Rate of suspensions (primary)
    - Rate of suspensions (special)



- Rate of pupil enrolments with one or more suspensions (primary)
  - Rate of pupil enrolments with one or more suspensions (special)
  - % of pupils achieving Expected Standard in reading, writing and maths at KS2
  - % of CIN pupils meeting Expected Standard at KS2 in reading, writing and maths
  - % of CIOC achieving 9-4 in English and Maths at KS4
  - % of pupils achieving level 9-4 in English and Maths at GCSE with an EHCP
  - % of pupils achieving level 9-4 in English and Maths at GCSE with SEND Support
- b. Areas where the Council shows strong performance relative to national averages, however there is a need to manage local trends to improve outcomes:
- % of all SEND provision pupils (inc. EHCP) achieving Expected Standard at KS2 in reading, writing and maths
  - % of CIOC pupils meeting Expected Standard at KS2 in reading, writing and maths
- c. Areas where the Council demonstrates strong performance trends aligned to our ambitions:
- % overall attendance for SEND Support pupils in Stockton-on-Tees schools (primary)
  - % overall attendance for SEND Support pupils in Stockton-on-Tees schools (secondary)
  - % overall attendance for Children In Our Care (primary)
  - % overall attendance for Children In Our Care (secondary)
  - % persistent absence for Children In Our Care (primary)
  - % persistent absence for Children In Our Care (secondary)
  - % overall attendance for CINO (primary)
  - % take-up of 3 and 4-year old universal childcare offer
  - Number of supported internships
- d. Known areas of challenge, which form the basis of targeted activity to improve outcomes:
- % of attendance pupils of compulsory school age in Stockton-on-Tees schools (secondary)
  - % of pupils with persistent absence – 10% or more missed (secondary)
  - % of pupils with severe absenteeism – 50% or more missed (secondary)
  - % of pupils with severe absenteeism – 50% or more missed (special)
  - % overall attendance for EHCP pupils in Stockton-on-Tees schools (primary)
  - % overall attendance for EHCP pupils in Stockton-on-Tees schools (secondary)
  - % of persistent absence for pupils with SEND Support in Stockton-on-Tees schools (primary)
  - % of persistent absence for pupils with EHCP in Stockton-on-Tees schools (secondary)
  - % overall attendance for CINO (secondary)
  - % overall attendance for CP (primary)

- % overall attendance for CP (secondary)
- % persistent absence for CINO (primary)
- % persistent absence for CINO (secondary)
- % persistent absence for CP (primary)
- % persistent absence for CP (secondary)
- % of annual visits on time for pupils electively home educated (EHE)
- Rate of permanent exclusions (primary)
- Rate of permanent exclusions (secondary)
- Rate of suspensions (secondary)
- Rate of pupil enrolments with one or more suspensions (secondary)
- Rate of CIOC with 1+ suspension
- Rate of suspensions (SEND Support)
- Rate of suspensions (EHCP)
- Rate of SEND Support with 1+ suspension
- Rate of EHCP with 1+ suspension
- Rate of permanently excluded SEND Support
- Rate of permanently excluded EHCP
- Attainment 8 score for SEND pupils (inc. EHCP)
- Attainment gap between disadvantaged and non-disadvantaged at the end of KS2
- % of children with SEND Support achieving Good Level of Development at age 5
- % of children with EHCP achieving Good Level of Development at age 5
- % of young people aged 16-17 not in Education, Employment or Training
- % difference between the proportion of children eligible or not eligible for Free School Meals with a good level of development
- Attainment 8 KS4 average score for LA-maintained schools
- Number of SEND decision appeals to the tribunal
- Number of children with EHCP's in out-of-area education placements

e. Indicators that are specific to SBC with a positive trend:

- % of schools with pupils whose attendance is under 90% that receive a targeted discussion
- % of referrals for pupils missing from education resolved
- % of child entertainment and employment licences actioned on time
- % of unsatisfactory Electively Home Educated pupil cases returned to education in a school within 4 weeks
- % of term-time unauthorised absence referrals paid within timescales
- Average number of GCSE grades 4-9 achieved by pupils accessing Home and Hospital
- Number of pupils accessing local authority commissioned Alternative Provision with an EHCP
- Number of pupils accessing local authority commissioned Alternative Provision with SEND Support

- Number of pupils accessing local authority commissioned Alternative Provision with no identified SEN needs
- % of Year 11 pupils accessing LA-commissioned Alternative Provision who achieved a Maths and English qualification
- % of pupils accessing LA-commissioned Alternative Provision who achieve 9-4 in English and Maths at KS4
- Average number of GCSE grades 4-9 achieved by pupils accessing LA-commissioned Alternative Provision
- % of Alternative Provision providers meeting the local authority quality assurance threshold
- % of EHCP pupils accessing mainstream education
- Number of supported internships
- % of CIOC with a Personal Education Plan completed in statutory timescales
- % of Personal Education Plans assessed as good or better against quality assurance criteria
- % of children who remain in their placement following a Fair Access decision
- Number of LA-maintained primary schools requiring support to improve (less than expected/good in one or more areas at most recent Ofsted inspection)
- % of children with EHCP's in maintained or academy specialist placements

### Community Impact and Equality and Poverty Impact Assessment

6. The Council Plan drew from a wide range of data and intelligence. But overall, it represents the voice of the Borough. It has been developed with communities, for communities. Intelligence has been gathered from:

- Our Residents Survey
- Conversations with Community Groups
- Face-to-face interviews
- Our Viewpoint Panel

7. Key themes from our conversation with communities, and which are reflected in the Council Plan are:

- Creating a Borough to be proud of that encourages more young people to stay here
- Creating employment opportunities and raising aspirations
- Creating safe communities and reducing anti-social behaviour in town centres
- Good Schools and Colleges
- Good transport links – including cycleways & pathways
- Joint working with communities and creating an inclusive Borough

8. Working closely with our communities and partners will help us meet the needs of our residents and make Stockton-on-Tees a place we can all be proud of. Some examples of how we will measure success include:

- The number of children in poverty
- **Educational attainment**

- Feelings of belonging in communities
- Crime rates & perceptions of crime
- Satisfaction with employment & accommodation
- Employment rates & productivity

### **Corporate Parenting Implications**

9. The Stockton-on-Tees Plan's strategic priorities will support the Local Authority to deliver its statutory functions and enable it to be an effective Corporate Parent.

### **Financial Implications**

10. The Stockton-on-Tees Plan is aligned with the Council's Medium Term Financial Plan. There are no financial implications as a direct result of this report. Financial Implications will be considered through any proposed action to deliver and approval sought at that point.

### **Legal Implications**

11. Any and all legal implications will be identified through careful action planning throughout the delivery of the Stockton-on-Tees Plan noting, in particular, that growing pressures on communities and public services will require effective management of all Council's resources, and that, any decisions made pursuant to the Council Plan are also made in accordance with the law to minimise any risk of legal challenge.

### **Risk Assessment**

12. The Stockton-on-Tees Plan provides the vision for the future of the Borough. The greatest risk associated with the Stockton-on-Tees Plan is that the development has not been sufficiently robust and that the wrong priorities have been identified. This risk has been mitigated by a detailed development process including considerable consultation with our communities, partners and internally with Members and officers.

### **Wards Affected and Consultation with Ward Councillors**

All Stockton-on-Tees Wards are affected.

### **Background Papers**

Council Plan (Council Report, November 2024)

**Name of Contact Officer:** Edwin Squire

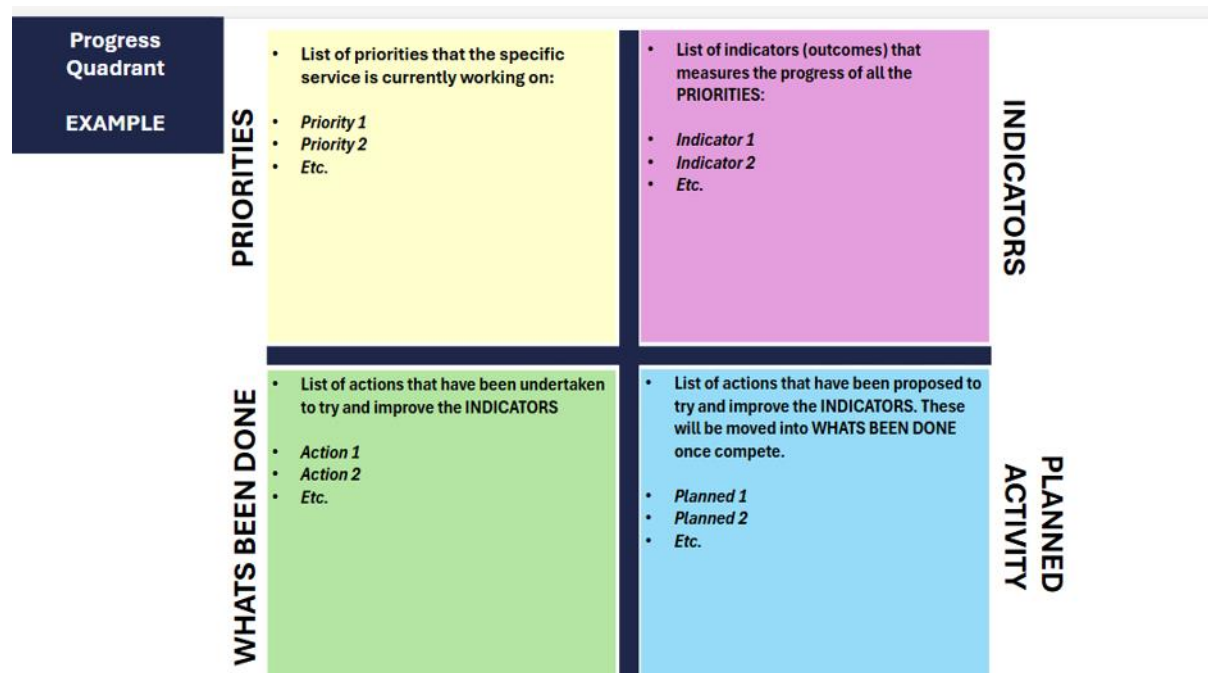
**Post Title:** Assistant Director – Education, Inclusion & Achievement

**Telephone number:** 01642 527449

**Email address:** [edwin.squire@stockton.gov.uk](mailto:edwin.squire@stockton.gov.uk)

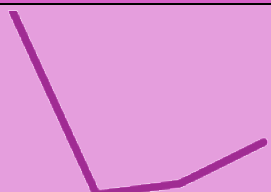
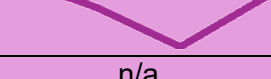
## Appendix 1 – Measuring Progress

### a) The vision, priorities and key indicators



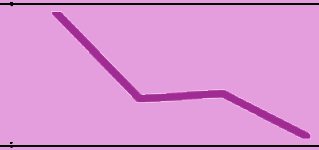
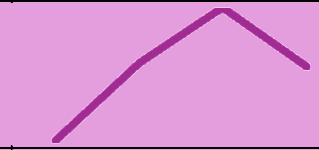
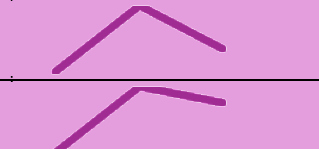
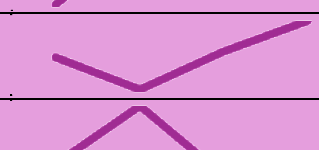
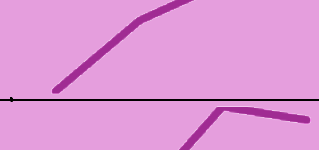
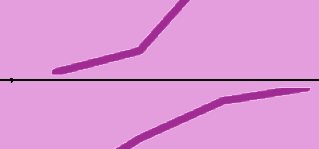
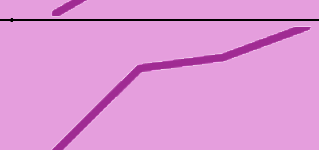
| Education, Inclusion & Achievement |                                                                                                                                         | Service Priorities                              |                                   |                                       |                      |                     |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------|---------------------------------------|----------------------|---------------------|
|                                    |                                                                                                                                         | THE BEST START IN LIFE TO ACHIEVE BIG AMBITIONS | HEALTHY AND RESILIENT COMMUNITIES | A GREAT PLACE TO LIVE, WORK AND VISIT | AN INCLUSIVE ECONOMY | SUSTAINABLE COUNCIL |
|                                    |                                                                                                                                         | ↓                                               | ↓                                 | ↓                                     | ↓                    | ↓                   |
| Unique Indicator Code              | Priority                                                                                                                                | Linked to above priority                        |                                   |                                       |                      |                     |
| SPEIA001                           | Strengthen attendance and reduce persistent absence through early identification and coordinated support                                | Yes                                             | Yes                               | Yes                                   | Yes                  | Yes                 |
| SPEIA002                           | Strengthen inclusion by reducing suspensions and exclusions through improved behaviour support and targeted early intervention          | Yes                                             | Yes                               | Yes                                   | Yes                  | Yes                 |
| SPEIA003                           | Improve educational outcomes and narrow attainment gaps with a particular focus on disadvantaged pupils, SEND, and Children in Our Care | Yes                                             | Yes                               | Yes                                   | Yes                  | Yes                 |
| SPEIA004                           | Improve aspiration and opportunity: focus on strong progression to Education, Employment, and Training                                  | Yes                                             | Yes                               | Yes                                   | Yes                  | Yes                 |

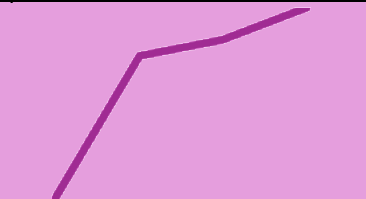
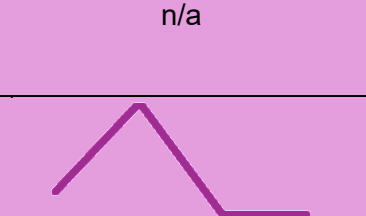
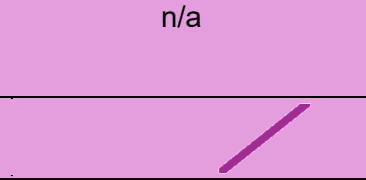
**b) Key indicators (current position and direction of travel)**

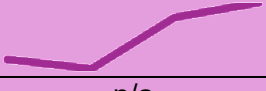
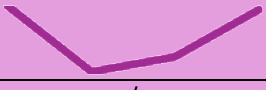
| Number | Indicator                                                                                  | Latest period data | Trend (immediately previous year first)                                               |
|--------|--------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------|
| 1      | % of attendance pupils of compulsory school age in Stockton-on-Tees schools (primary)      | 95.02%             |    |
| 2      | % of attendance pupils of compulsory school age in Stockton-on-Tees schools (secondary)    | 90.7%              |    |
| 3      | % of attendance pupils of compulsory school age in Stockton-on-Tees schools (special)      | 87.62%             |    |
| 4      | % of schools with pupils whose attendance is under 90% that receive a targeted discussion  | 85%                | n/a                                                                                   |
| 5      | % of pupils with persistent absence – 10% or more missed (primary)                         | 12.12%             |    |
| 6      | % of pupils with persistent absence – 10% or more missed (secondary)                       | 27.1%              |   |
| 7      | % of pupils with persistent absence – 10% or more missed (special)                         | 29.32%             |  |
| 8      | % of pupils with severe absenteeism – 50% or more missed (primary)                         | 0.63%              |  |
| 9      | % of pupils with severe absenteeism – 50% or more missed (secondary)                       | 4.8%               |  |
| 10     | % of pupils with severe absenteeism – 50% or more missed (special)                         | 7.08%              |  |
| 11     | % overall attendance for SEND Support pupils in Stockton-on-Tees schools (primary)         | 93.2%              | n/a                                                                                   |
| 12     | % overall attendance for SEND Support pupils in Stockton-on-Tees schools (secondary)       | 87.1%              | n/a                                                                                   |
| 13     | % overall attendance for EHCP pupils in Stockton-on-Tees schools (primary)                 | 90%                | n/a                                                                                   |
| 14     | % overall attendance for EHCP pupils in Stockton-on-Tees schools (secondary)               | 82%                | n/a                                                                                   |
| 15     | % of persistent absence for pupils with SEND Support in Stockton-on-Tees schools (primary) | 19.6%              | n/a                                                                                   |
| 16     | % of persistent absence for pupils with EHCP in Stockton-on-Tees schools (secondary)       | 43.4%              | n/a                                                                                   |
| 17     | % overall attendance for Children In Our Care (primary)                                    | 96.6%              |  |
| 18     | % overall attendance for Children In Our Care (secondary)                                  | 89.5%              |  |

|           |                                                                      |       |     |
|-----------|----------------------------------------------------------------------|-------|-----|
| <b>19</b> | % overall attendance for CINO (primary)                              | 90.6% |     |
| <b>20</b> | % overall attendance for CINO (secondary)                            | 76.8% |     |
| <b>21</b> | % overall attendance for CP (primary)                                | 84.2% |     |
| <b>22</b> | % overall attendance for CP (secondary)                              | 63%   |     |
| <b>23</b> | % persistent absence for Children In Our Care (primary)              | 5.4%  |     |
| <b>24</b> | % persistent absence for Children In Our Care (secondary)            | 22.6% |     |
| <b>25</b> | % persistent absence for CINO (primary)                              | 35.3% |     |
| <b>26</b> | % persistent absence for CINO (secondary)                            | 67.5% |     |
| <b>27</b> | % persistent absence for CP (primary)                                | 53.5% |     |
| <b>28</b> | % persistent absence for CP (secondary)                              | 78.5% |     |
| <b>29</b> | % of referrals for pupils missing from education resolved            | 93%   |     |
| <b>30</b> | % of child entertainment and employment licences actioned on time    | 98%   | n/a |
| <b>31</b> | % of annual visits on time for pupils electively home educated (EHE) | 68%   | n/a |
| <b>32</b> | Rate of permanent exclusions (primary)                               | 0.04  |     |
| <b>33</b> | Rate of permanent exclusions (secondary)                             | 0.58  |     |
| <b>34</b> | Rate of permanent exclusions (special)                               | 0.0   |     |
| <b>35</b> | Rate of suspensions (primary)                                        | 2.27  |     |



|           |                                                                   |       |                                                                                       |
|-----------|-------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------|
| <b>36</b> | Rate of suspensions (secondary)                                   | 51.49 |    |
| <b>37</b> | Rate of suspensions (special)                                     | 8.3   |    |
| <b>38</b> | Rate of pupil enrolments with one or more suspensions (primary)   | 0.96  |    |
| <b>39</b> | Rate of pupil enrolments with one or more suspensions (secondary) | 10.62 |    |
| <b>40</b> | Rate of pupil enrolments with one or more suspensions (special)   | 4.22  |    |
| <b>41</b> | Rate of suspensions (CIN)                                         | 18.18 |   |
| <b>42</b> | Rate of CIN with 1+ suspension                                    | 6.01  |  |
| <b>43</b> | Rate of CIOC with 1+ suspension                                   | 9.98  |  |
| <b>44</b> | Rate of permanently excluded (CIN)                                | 0.17  |  |
| <b>45</b> | Rate of permanently excluded (CIOC)                               | 0     |  |
| <b>46</b> | Rate of suspensions (SEND Support)                                | 50.85 |  |
| <b>47</b> | Rate of suspensions (EHCP)                                        | 37.76 |  |
| <b>48</b> | Rate of SEND Support with 1+ suspension                           | 10.7  |  |
| <b>49</b> | Rate of EHCP with 1+ suspension                                   | 9.71  |  |
| <b>50</b> | Rate of permanently excluded SEND Support                         | 0.70  |  |

|           |                                                                                                             |        |                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------|
| <b>51</b> | Rate of permanently excluded EHCP                                                                           | 0.48   |    |
| <b>52</b> | % of pupils achieving Expected Standard in reading, writing and maths at KS2                                | 65%    |    |
| <b>53</b> | % of all SEND provision pupils (inc. EHCP) achieving Expected Standard at KS2 in reading, writing and maths | 24%    |    |
| <b>54</b> | % of CIN pupils meeting Expected Standard at KS2 in reading, writing and maths                              | 39%    |    |
| <b>55</b> | % of CP pupils meeting Expected Standard at KS2 in reading, writing and maths                               | NA     | n/a                                                                                   |
| <b>56</b> | % of CIOC pupils meeting Expected Standard at KS2 in reading, writing and maths                             | 35%    |   |
| <b>57</b> | % of CIOC achieving 9-5 in English and Maths at KS4                                                         | 12.1%  |  |
| <b>58</b> | % of CIOC achieving 9-4 in English and Maths at KS4                                                         | 18.2%  |  |
| <b>59</b> | % of pupils achieving level 9-4 in English and Maths at GCSE with an EHCP                                   | 16.2%  |  |
| <b>60</b> | % of pupils achieving level 9-4 in English and Maths at GCSE with SEND Support                              | 42.9%  |  |
| <b>61</b> | KS4 Attainment 8 score for SEND pupils (inc. EHCP)                                                          | 13.9   |  |
| <b>62</b> | Attainment gap between disadvantaged and non-disadvantaged at the end of KS2                                | -26.2% |  |
| <b>63</b> | % of unsatisfactory Electively Home Educated pupil cases returned to education in a school within 4 weeks   | 90%    | n/a                                                                                   |
| <b>64</b> | % of term-time unauthorised absence referrals paid within timescales                                        | 60%    |  |
| <b>65</b> | Number of pupils accessing Alternative Provision with SEND Support                                          | 53     |  |
| <b>66</b> | Number of pupils accessing Alternative Provision with no identified SEN needs                               | 23     |  |

|           |                                                                                                                                                      |        |                                                                                       |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------|
| <b>67</b> | % of Year 11 pupils accessing LA-commissioned Alternative Provision who achieved a Maths and English qualification                                   | 26     | n/a                                                                                   |
| <b>68</b> | % of Alternative Provision providers meeting the local authority quality assurance threshold                                                         | 98%    |    |
| <b>69</b> | % of children with SEND Support achieving Good Level of Development at age 5                                                                         | 23.8%  |    |
| <b>70</b> | % of children with EHCP achieving Good Level of Development at age 5                                                                                 | 3.3%   |    |
| <b>71</b> | Number of supported internships                                                                                                                      | 26     | n/a                                                                                   |
| <b>72</b> | % of supported internships completed                                                                                                                 | 100%   | n/a                                                                                   |
| <b>73</b> | % of CIOC pupils progressing to Education, Employment or Training                                                                                    | 76%    |    |
| <b>74</b> | % of young people aged 16-17 not in Education, Employment or Training                                                                                | 7.1%   |    |
| <b>75</b> | % difference between the proportion of children eligible or not eligible for Free School Meals with a good level of development                      | -26.2% |    |
| <b>76</b> | % take-up of 2 year old Early Learning Childcare Offer                                                                                               | 98.82% |                                                                                       |
| <b>77</b> | % of pupils meeting expected standard at KS2 (Combined Reading, Writing and Maths) for LA-maintained schools                                         | 58.1%  |  |
| <b>78</b> | Attainment 8 KS4 average score for LA-maintained schools                                                                                             | 45     |  |
| <b>79</b> | Number of LA-maintained primary schools requiring support to improve (less than expected/good in one or more areas at most recent Ofsted inspection) | 1      | n/a                                                                                   |
| <b>80</b> | % of CIOC with a Personal Education Plan completed in statutory timescales                                                                           | 95.7%  |  |
| <b>81</b> | % of Personal Education Plans assessed as good or better against quality assurance criteria                                                          | 76.5%  |  |
| <b>82</b> | % of children who remain in their placement following a Fair Access decision                                                                         | 94%    | n/a                                                                                   |
| <b>83</b> | Number of SEND decision appeals to the tribunal                                                                                                      | 62     |  |
| <b>84</b> | Number of children in out of area education placements                                                                                               | 497    | n/a                                                                                   |
| <b>85</b> | % of children in maintained or academy specialist                                                                                                    | 25.3%  | n/a                                                                                   |

**c) Activity to date**

| <b>Ref.</b>                               | <b>Activity to date</b>                                                                                                 |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 52-61, 69-70, 77-79                       | Rationalised and streamlined CPD programme through a strategic mapping process into one accessible brochure and portal. |
| 67, 71-74                                 | Implemented “Skills for Success” programme and shared outcomes                                                          |
| 71-74                                     | Continued the strong, collaborative work of the Post 16 Partnership                                                     |
| 1-10, 32-51, 63                           | Implemented full “Be Kind to Your Mind” programme and monitored                                                         |
| 11-16, 46-51, 53, 59-61, 65, 69-70, 83-85 | Prepared for and completed ASEND                                                                                        |
| 29, 41-45, 63, 65-66, 73-74, 82           | Begun work on establishing “Preventions Panel” to impact NEET and other issues                                          |
| 1-85                                      | Put in place new SEND and Education Scorecard                                                                           |
| 1-85                                      | Adjusted KPIs for each service within EIA to accurately reflect workstreams and further strengthen accountability       |

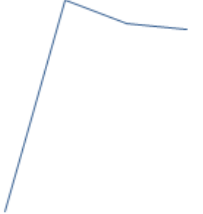
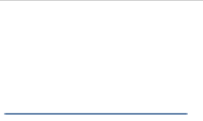
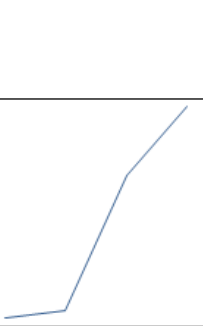
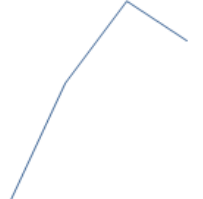
**d) Planned activity**

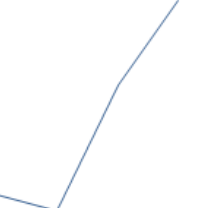
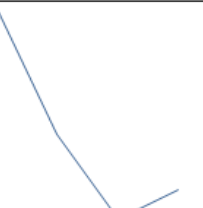
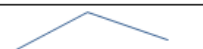
| <b>Ref.</b>                                    | <b>Planned activity</b>                                                                                                 |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 11-16, 46-51, 53, 59, 60, 61, 65, 69-70, 83-85 | Complete SEND improvement plan and submit to DfE                                                                        |
| 52-61, 67, 69-70, 75-77, 78-79                 | Analyse complete and verified academic results set and adjust CPD offer accordingly                                     |
| 32-51, 65-68, 82                               | Put in place Year One LARP measures and participate in monitoring programme                                             |
| 71-74, 63, 65, 66                              | NEET indicators fully embedded in SEND and Education scorecard and EIA response adjusted                                |
| 1-85                                           | Re-model SLT meetings and complete full analysis of service to ensure it is responding well to changing education arena |
| 71-74                                          | Work with North East LA neighbours on finding more solutions for care leavers not becoming NEET                         |

## e) Key Metrics

| Service Priority | T1 Link/s | Unique Indicator Code | Indicator                                                                                  | Polarity     | Previous next 2 periods of data |        | Immediately previous data | Latest data | Direction of travel | Trend |
|------------------|-----------|-----------------------|--------------------------------------------------------------------------------------------|--------------|---------------------------------|--------|---------------------------|-------------|---------------------|-------|
| SPEIA001         | T1003     | T2EIA01               | % of attendance pupils of compulsory school age in Stockton-on-Tees schools (primary)      | High is Good | 96.7%                           | 94.4%  | 94.5%                     | 95.02%      | ↑                   |       |
| SPEIA001         | T1003     | T2EIA02               | % of attendance pupils of compulsory school age in Stockton-on-Tees schools (secondary)    | High is Good | 90.46%                          | 89.85% | 90.1%                     | 90.7%       | ↑                   |       |
| SPEIA001         | T1003     | T2EIA03               | % of attendance pupils of compulsory school age in Stockton-on-Tees schools (special)      | High is Good | 85.99%                          | 87.07% | 87.81%                    | 87.62%      | ↓                   |       |
| SPEIA001         | T1003     | T2EIA04               | % of schools with pupils whose attendance is under 90% that receive a targeted discussion  | High is Good |                                 |        |                           | 85%         | →                   |       |
| SPEIA001         | T1003     | T2EIA05               | % of pupils with persistent absence – 10% or more missed (primary)                         | Low is Good  | 18%                             | 15.24% | 14.25%                    | 12.12%      | ↓                   |       |
| SPEIA001         | T1003     | T2EIA06               | % of pupils with persistent absence – 10% or more missed (secondary)                       | Low is Good  | 30%                             | 29.92% | 29.56%                    | 27.1%       | ↓                   |       |
| SPEIA001         | T1003     | T2EIA07               | % of pupils with persistent absence – 10% or more missed (special)                         | Low is Good  | 38%                             | 33.39% | 32.61%                    | 29.32%      | ↓                   |       |
| SPEIA001         | T1003     | T2EIA08               | % of pupils with severe absenteeism – 50% or more missed (primary)                         | Low is Good  | 0.54%                           | 0.70%  | 0.75%                     | 0.63%       | ↓                   |       |
| SPEIA001         | T1003     | T2EIA09               | % of pupils with severe absenteeism – 50% or more missed (secondary)                       | Low is Good  | 3.13%                           | 4.22%  | 4.84%                     | 4.80%       | ↓                   |       |
| SPEIA001         | T1003     | T2EIA10               | % of pupils with severe absenteeism – 50% or more missed (special)                         | Low is Good  | 7.58%                           | 6.85%  | 5.88%                     | 7.08%       | ↑                   |       |
| SPEIA001         | T1003     | T2EIA11               | % overall attendance for SEND Support pupils in Stockton-on-Tees schools (primary)         | High is Good |                                 |        |                           | 93.2%       | →                   |       |
| SPEIA001         | T1003     | T2EIA12               | % overall attendance for SEND Support pupils in Stockton-on-Tees schools (secondary)       | High is Good |                                 |        |                           | 87.1%       | →                   |       |
| SPEIA001         | T1003     | T2EIA13               | % overall attendance for EHCP pupils in Stockton-on-Tees schools (primary)                 | High is Good |                                 |        |                           | 90.0%       | →                   |       |
| SPEIA001         | T1003     | T2EIA14               | % overall attendance for EHCP pupils in Stockton-on-Tees schools (secondary)               | High is Good |                                 |        |                           | 82%         | →                   |       |
| SPEIA001         | T1003     | T2EIA15               | % of persistent absence for pupils with SEND Support in Stockton-on-Tees schools (primary) | Low is Good  |                                 |        |                           | 19.60%      | →                   |       |

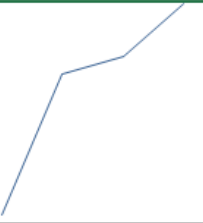
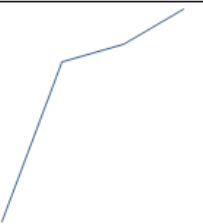
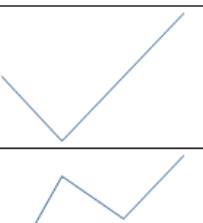
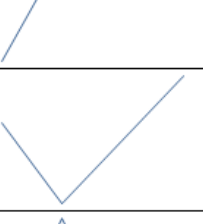
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|----------|-------|---------|--------------------------------------------------------------------------------------|--------------|-------|-------|-------|--------|---|-------------------------------------------------------------------------------------|
| SPEIA001 | T1003 | T2EIA16 | % of persistent absence for pupils with EHCP in Stockton-on-Tees schools (secondary) | Low is Good  |       |       |       | 43.40% | ➡ |                                                                                     |
| SPEIA001 | T1003 | T2EIA17 | % overall attendance for Children In Our Care (primary)                              | High is Good | 96.1  | 96.3  | 95.9  | 96.60% | ⬆ |  |
| SPEIA001 | T1003 | T2EIA18 | % overall attendance for Children In Our Care (secondary)                            | High is Good | 88.9  | 88.2  | 88.2  | 89.50% | ⬆ |  |
| SPEIA001 | T1003 | T2EIA19 | % overall attendance for CINO (primary)                                              | High is Good | 90.7  | 89.7  | 90.4  | 90.60% | ⬆ |  |
| SPEIA001 | T1003 | T2EIA20 | % overall attendance for CINO (secondary)                                            | High is Good | 79.4  | 70.9  | 69.4  | 76.8   | ⬆ |  |
| SPEIA001 | T1003 | T2EIA21 | % overall attendance for CP (primary)                                                | High is Good | 88.9% | 89.0% | 88.8% | 84.2%  | ⬇ |  |
| SPEIA001 | T1003 | T2EIA22 | % overall attendance for CP (secondary)                                              | High is Good | 71.3  | 62.7  | 72.6  | 63%    | ⬇ |  |
| SPEIA001 | T1003 | T2EIA23 | % persistent absence for Children In Our Care (primary)                              | Low is Good  | 6.40  | n/a   | 10.90 | 5.40%  | ⬇ |                                                                                     |
| SPEIA001 | T1003 | T2EIA24 | % persistent absence for Children In Our Care (secondary)                            | Low is Good  | 26.50 | 27.60 | 30.90 | 22.60  | ⬇ |                                                                                     |
| SPEIA001 | T1003 | T2EIA25 | % persistent absence for CINO (primary)                                              | Low is Good  | 34.40 | 37.70 | 31.80 | 35.30  | ⬆ |                                                                                     |
| SPEIA001 | T1003 | T2EIA26 | % persistent absence for CINO (secondary)                                            | Low is Good  | 61.80 | 72.20 | 70.60 | 67.50  | ⬇ |                                                                                     |
| SPEIA001 | T1003 | T2EIA27 | % persistent absence for CP (primary)                                                | Low is Good  | 37.90 | 30.60 | 35.60 | 53.50  | ⬆ |                                                                                     |
| SPEIA001 | T1003 | T2EIA28 | % persistent absence for CP (secondary)                                              | Low is Good  | 68.40 | 73.20 | 74.50 | 78.50% | ⬆ |                                                                                     |
| SPEIA001 | T1003 | T2EIA29 | % of referrals for pupils missing from education resolved                            | High is Good |       | 88.50 | 88.00 | 93%    | ⬆ |                                                                                     |
| SPEIA001 | T1003 | T2EIA30 | % of child entertainment and employment licences actioned on time                    | High is Good |       |       |       | 98%    | ➡ |                                                                                     |
| SPEIA001 | T1003 | T2EIA31 | % of annual visits on time for pupils electively home educated (EHE)                 | High is Good |       |       |       | 68%    | ➡ |                                                                                     |

|          |                 |         |                                          |                |       |       |       |       |   |                                                                                       |
|----------|-----------------|---------|------------------------------------------|----------------|-------|-------|-------|-------|---|---------------------------------------------------------------------------------------|
| SPEIA002 | T1003,<br>T1009 | T2EIA33 | Rate of permanent exclusions (primary)   | Low is<br>Good | 0.03  | 0.04  | 0.02  | 0.04  | ↑ |    |
| SPEIA002 | T1003,<br>T1009 | T2EIA34 | Rate of permanent exclusions (secondary) | Low is<br>Good | 0.27  | 0.63  | 0.59  | 0.58  | ↓ |    |
| SPEIA002 | T1003,<br>T1009 | T2EIA35 | Rate of permanent exclusions (special)   | Low is<br>Good | 0     | 0     | 0     | 0     | → |    |
| SPEIA002 | T1003,<br>T1009 | T2EIA36 | Rate of suspensions (primary)            | Low is<br>Good | 0.92  | 0.97  | 1.83  | 2.27  | ↑ |   |
| SPEIA002 | T1003,<br>T1009 | T2EIA37 | Rate of suspensions (secondary)          | Low is<br>Good | 26.58 | 45.28 | 57.27 | 51.49 | ↓ |  |

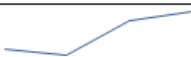
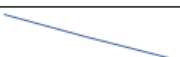
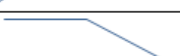
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|----------|-----------------|---------|-------------------------------------------------------------------|----------------|-------|-------|-------|-------|---|---------------------------------------------------------------------------------------|
| SPEIA002 | T1003,<br>T1009 | T2EIA38 | Rate of suspensions (special)                                     | Low is<br>Good | 15.18 | 10.4  | 10.65 | 8.3   | ↓ |    |
| SPEIA002 | T1003,<br>T1009 | T2EIA39 | Rate of pupil enrolments with one or more suspensions (primary)   | Low is<br>Good | 0.46  | 0.42  | 0.74  | 0.96  | ↑ |    |
| SPEIA002 | T1003,<br>T1009 | T2EIA40 | Rate of pupil enrolments with one or more suspensions (secondary) | Low is<br>Good | 8.75  | 10.74 | 12.13 | 10.62 | ↓ |    |
| SPEIA002 | T1003,<br>T1009 | T2EIA41 | Rate of pupil enrolments with one or more suspensions (special)   | Low is<br>Good | 4.91  | 4.43  | 4.11  | 4.22  | ↑ |   |
| SPEIA002 | T1003,<br>T1009 | T2EIA42 | Rate of suspensions (CIN)                                         | Low is<br>Good | 16.62 | 22.83 | 18.8  |       | ↓ |  |
| SPEIA002 | T1003,<br>T1009 | T2EIA43 | Rate of suspensions (CIOC)                                        | Low is<br>Good | 20.9  | 10.6  | 19.7  |       | ↑ |  |
| SPEIA002 | T1003,<br>T1009 | T2EIA44 | Rate of CIN with 1+ suspension                                    | Low is<br>Good | 5.59  | 6.14  | 6.01  |       | ↓ |  |

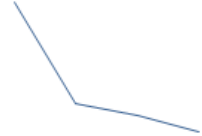


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|----------|-----------------|---------|-----------------------------------------|----------------|-------|-------|-------|-------|---|--|
| SPEIA002 | T1003,<br>T1009 | T2EIA45 | Rate of CIOC with 1+ suspension         | Low is<br>Good | 7.03  | 4.27  | 7.48  | 9.98  | ↑ |  |
| SPEIA002 | T1003,<br>T1009 | T2EIA46 | Rate of permanently excluded (CIN)      | Low is<br>Good | 0.22  | 0.46  | 0.17  |       | ↓ |  |
| SPEIA002 | T1003,<br>T1009 | T2EIA47 | Rate of permanently excluded (CIOC)     | Low is<br>Good | 0     | 0     | 0     |       | → |  |
| SPEIA002 | T1003,<br>T1009 | T2EIA48 | Rate of suspensions (SEND Support)      | Low is<br>Good | 22.85 | 40.27 | 49.69 | 50.85 | ↑ |  |
| SPEIA002 | T1003,<br>T1009 | T2EIA49 | Rate of suspensions (EHCP)              | Low is<br>Good | 22.58 | 25.80 | 39.83 | 37.76 | ↓ |  |
| SPEIA002 | T1003,<br>T1009 | T2EIA50 | Rate of SEND Support with 1+ suspension | Low is<br>Good | 7.39  | 9.06  | 10.28 | 10.7  | ↑ |  |
| SPEIA002 | T1003,<br>T1009 | T2EIA51 | Rate of EHCP with 1+ suspension         | Low is<br>Good | 6.67  | 8.08  | 8.94  | 9.71  | ↑ |  |

|          |                 |         |                                                                                                             |                 |      |      |      |      |   |                                                                                       |
|----------|-----------------|---------|-------------------------------------------------------------------------------------------------------------|-----------------|------|------|------|------|---|---------------------------------------------------------------------------------------|
| SPEIA002 | T1003,<br>T1009 | T2EIA52 | Rate of permanently excluded SEND Support                                                                   | Low is<br>Good  | 0.46 | 0.62 | 0.64 | 0.70 | ↑ |    |
| SPEIA002 | T1003,<br>T1009 | T2EIA53 | Rate of permanently excluded EHCP                                                                           | Low is<br>Good  | 0.00 | 0.36 | 0.40 | 0.48 | ↑ |    |
| SPEIA003 | T1003           | T2EIA60 | % of pupils achieving Expected Standard in reading, writing and maths at KS2                                | High is<br>Good | 64%  | 63%  | 64%  | 65%  | ↑ |    |
| SPEIA003 | T1003           | T2EIA61 | % of all SEND provision pupils (inc. EHCP) achieving Expected Standard at KS2 in reading, writing and maths | High is<br>Good | 18%  | 23%  | 21%  | 24%  | ↑ |   |
| SPEIA003 | T1003           | T2EIA62 | % of CIN pupils meeting Expected Standard at KS2 in reading, writing and maths                              | High is<br>Good | 36%  | 31%  | 35%  | 39%  | ↑ |  |
| SPEIA003 | T1003           | T2EIA63 | % of CP pupils meeting Expected Standard at KS2 in reading, writing and maths                               | High is<br>Good | NA   | 50%  | NA   | NA   | → |  |

|          |       |         |                                                                                                            |              |       |        |        |        |   |  |
|----------|-------|---------|------------------------------------------------------------------------------------------------------------|--------------|-------|--------|--------|--------|---|--|
| SPEIA003 | T1003 | T2EIA64 | % of CIOC pupils meeting Expected Standard at KS2 in reading, writing and maths                            | High is Good | 41%   | 64%    | 35%    | 35%    | → |  |
| SPEIA003 | T1003 | T2EIA65 | % of CIOC achieving 9-5 in English and Maths at KS4                                                        | High is Good |       | 11.7   | 6.3    | 12.10% | ↑ |  |
| SPEIA003 | T1003 | T2EIA66 | % of CIOC achieving 9-4 in English and Maths at KS4                                                        | High is Good | 27.9% | 29.5%  | 19.6%  | 18.2%  | ↓ |  |
| SPEIA003 | T1003 | T2EIA67 | % of pupils achieving level 9-4 in English and Maths at GCSE with an EHCP                                  | High is Good | 12.1% | 14.9%  | 12.7%  | 16.2%  | ↑ |  |
| SPEIA003 | T1003 | T2EIA68 | % of pupils achieving level 9-4 in English and Maths at GCSE with SEND Support                             | High is Good | 43.9% | 36.3%  | 43.1%  | 42.9%  | ↓ |  |
| SPEIA003 | T1003 | T2EIA69 | KS4 Attainment 8 score for SEND pupils (inc. EHCP)                                                         | High is Good | 11.8  | 11.8   | 11.1   | 13.9   | ↑ |  |
| SPEIA003 | T1003 | T2EIA70 | Attainment gap between disadvantaged and non-disadvantaged at the end of KS2                               | Low is Good  |       | -22.7% | -23.8% | -26.2% | ↑ |  |
| SPEIA003 | T1003 | T2EIA71 | % of unsatisfactory Electively Home Educated pupil cases returned to education in a school within 4 weeks  | High is Good |       |        |        | 90%    |   |  |
| SPEIA001 | T1003 | T2EIA72 | % of term-time unauthorised absence referrals paid within timescales                                       | High is Good |       |        | 58.3%  | 60%    | ↑ |  |
|          |       | T2EIA73 | Average number of GCSE grades 4-9 achieved by pupils accessing Home and Hospital                           | High is Good |       | 4.8    | 3.8    | 4.6    | ↑ |  |
| SPEIA003 | T1003 | T2EIA74 | Number of pupils accessing local authority commissioned Alternative Provision with an EHCP                 | Neutral      |       |        | 53     | 53     | → |  |
| SPEIA003 | T1003 | T2EIA75 | Number of pupils accessing local authority commissioned Alternative Provision with SEND Support            | Neutral      |       |        | 23     | 23     | → |  |
| SPEIA003 | T1003 | T2EIA76 | Number of pupils accessing local authority commissioned Alternative Provision with no identified SEN needs | Neutral      |       |        | 26     | 26     | → |  |

|          |              |         |                                                                                                                                 |              |                   |                   |               |        |   |                                                                                       |
|----------|--------------|---------|---------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------|-------------------|---------------|--------|---|---------------------------------------------------------------------------------------|
| SPEIA003 | T1003        | T2EIA77 | % of Year 11 pupils accessing LA-commissioned Alternative Provision who achieved a Maths and English qualification              | High is Good | Not available     | Not available     | Not available | 59.00% | ➡ |                                                                                       |
| SPEIA003 | T1003        | T2EIA78 | % of pupils accessing LA-commissioned Alternative Provision who achieve 9-4 in English and Maths at KS4                         | High is Good | Not available     | Not available     | Not available | 16.00% | ➡ |                                                                                       |
| SPEIA003 | T1003        | T2EIA79 | Average number of GCSE grades 4-9 achieved by pupils accessing LA-commissioned Alternative Provision                            | High is Good | Not available     | Not available     | Not available | 1      | ➡ |                                                                                       |
| SPEIA003 | T1003        | T2EIA80 | % of Alternative Provision providers meeting the local authority quality assurance threshold                                    | High is Good | Not available     | Not available     | 93%           | 98.00% | ⬆ |    |
| SPEIA003 | T1002        | T2EIA81 | % of children with SEND Support achieving Good Level of Development at age 5                                                    | High is Good | 23.2%             | 21.5%             | 25.6%         | 23.8%  | ⬇ |    |
| SPEIA003 | T1002        | T2EIA82 | % of children with EHCP achieving Good Level of Development at age 5                                                            | High is Good | 2.2%              | 2.0%              | 3.0%          | 3.3%   | ⬆ |    |
| SPEIA003 | T1002        | T2EIA83 | % of CIOC achieving Good Level of Development at age 5                                                                          | High is Good | 46.2%             | 31.3%             | 57.1%         | 36.4%  | ⬇ |    |
| SPEIA003 | T1003        | T2EIA84 | % of EHCP pupils accessing mainstream education                                                                                 | High is Good |                   |                   |               | 59.7%  | ➡ |                                                                                       |
| SPEIA004 | T1004, T1014 | T2EIA85 | Number of supported internships                                                                                                 | High is Good |                   |                   |               | 26.00  | ➡ |                                                                                       |
| SPEIA004 | T1004, T1014 | T2EIA86 | % of supported internships completed                                                                                            | High is Good |                   |                   |               | 26.00  | ➡ |                                                                                       |
| SPEIA004 | T1004, T1014 | T2EIA90 | % of CIOC pupils progressing to Education, Employment or Training                                                               | High is Good | 89%               | 82%               | 76%           |        | ⬇ |    |
| SPEIA004 | T1004, T1014 | T2EIA91 | % of young people aged 16-17 not in Education, Employment or Training                                                           | Low is Good  | 5.4%              | 7.0%              | 7.3%          | 7.1%   | ⬇ |    |
| SPEIA003 | T1002        | T2EIA93 | % difference between the proportion of children eligible or not eligible for Free School Meals with a good level of development | Low is Good  |                   | -20.1%            | -20.0%        | -26.2% | ⬆ |   |
| SPEIA003 | T1002        | T2EIA95 | % take-up of 3 and 4-year old universal childcare offer                                                                         | High is Good |                   |                   |               | 98.82% | ➡ |                                                                                       |
| SPEIA003 | T1003        | T2EIA96 | % of pupils meeting expected standard at KS2 (Combined Reading, Writing and Maths) for LA-maintained schools                    | High is Good | Different schools | Different schools | 62%           | 58.1%  | ⬇ |  |

|          |              |          |                                                                                                                                                      |              |       |       |       |       |   |                                                                                     |
|----------|--------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------|-------|-------|-------|---|-------------------------------------------------------------------------------------|
| SPEIA003 | T1003        | T2EIA97  | Attainment 8 KS4 average score for LA-maintained schools                                                                                             | High is Good | 49.2  | 45.9  | 45.5  | 45    | ↓ |  |
| SPEIA003 | T1003        | T2EIA98  | Number of LA-maintained primary schools requiring support to improve (less than expected/good in one or more areas at most recent Ofsted inspection) | Low is Good  |       |       |       | 1     | → |                                                                                     |
| SPEIA003 | T1003        | T2EIA99  | % of CIOC with a Personal Education Plan completed in statutory timescales                                                                           | High is Good | 86.2% | 92.7% | 92.5% | 95.7% | ↑ |  |
| SPEIA003 | T1003        | T2EIA100 | % of Personal Education Plans assessed as good or better against quality assurance criteria                                                          | High is Good | 73%   | 78.9% | 76.9% | 76.5% | ↓ |  |
| SPEIA002 | T1003, T1004 | T2EIA107 | % of children who remain in their placement following a Fair Access decision                                                                         | High is Good |       |       |       | 84%   | → |                                                                                     |
| SPEIA003 | T1003, T1004 | T2EIA108 | Number of SEND decision appeals to the tribunal                                                                                                      | Low is Good  | 63    | 46    | 50    | 62    | ↑ |  |
| SPEIA002 | T1003, T1004 | T2EIA110 | Number of children with EHCP's in out-of-area education placements                                                                                   | Neutral      |       |       |       | 497   | → |                                                                                     |
| SPEIA003 | T1003, T1004 | T2EIA111 | % of children with EHCP's in maintained or academy specialist placements                                                                             | Neutral      |       |       |       | 25.3% | → |  |

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| No.                      | Recommendation                                                                                                                                                                                                                    | Proposed Actions / Progress                                                                                                                                                                                                  | Success Measures                                                                                                                                                    | Responsibility                    | Date                   |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------|
| <b>Home and Hospital</b> |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                              |                                                                                                                                                                     |                                   |                        |
| 1- 4                     | 1) That staffing capacity is reviewed to ensure provision remains, safe, responsive and broad enough in curriculum and that the staffing model adopted provides flexible and responsive provision in the most cost-effective way. | Pupils need and therefore staffing capacity to be reviewed on an ongoing basis alongside matched budget funding. These reviews to take place systematically within staffing supervision.                                     | Provision is safe, responsive and matched to pupil need as well as staffing and budget capacity.                                                                    | Sharon Stevens                    | ½ termly               |
|                          | 2) That opportunities are explored and expanded for peer social interaction.                                                                                                                                                      | Pupil voice is captured; appropriate action is identified and implemented. For example, termly social mornings/variations of according to pupil voice feedback.                                                              | Pupil voice is captured, analysed and evaluated. Actions and timescales are identified and implemented alongside responsibility for action.                         | Kate Dumain/<br>Elizabeth Johnson | ½ termly               |
|                          | 3) That opportunities for partnership working to enhance both curriculum and enrichment are explored.                                                                                                                             | Pupil voice and enrichment interest is captured; appropriate signposting is identified and shared with pupils and parent/carers. Partnerships are proactively sought with TVMS and SBC Culture Libraries and Events Service. | Pupil voice and enrichment interest is captured, analysed and evaluated. Actions and timescales are identified and implemented alongside responsibility for action. | Kate Dumain/Elizabeth Johnson     | ½ termly               |
|                          | 4) The re-integration pathways are explored.                                                                                                                                                                                      | Ensuring the pupil voice is instrumental in reintegration plans for pupils returning to their school following a period of home                                                                                              | Reintegration plans are informed by pupil voice                                                                                                                     | Kate Dumain/Elizabeth Johnson     | Prior to reintegration |

Agenda Item 8

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| No.                                    | Recommendation                                                                                                                                                    | Proposed Actions / Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Success Measures                                                                                                                                                                                                                                                                                                                                                      | Responsibility              | Date                   |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------|
|                                        |                                                                                                                                                                   | and hospital tuition. Pupils are supported at these meetings by their home and hospital key teacher.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | and capture social emotional behavioural and/or cognitive need. Targeted support and intervention during reintegration ensures successful return.                                                                                                                                                                                                                     |                             |                        |
| <b><i>Electively Home Educated</i></b> |                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                       |                             |                        |
| 5 - 13                                 | 5) That a more relational approach be strengthened with EHE families with identification of dedicated staffing resource to promote this.                          | The establishment of termly EHE Parent Network meetings has created a valuable forum for meaningful dialogue, enabling parent voice to inform service development and improvement. We will continue to promote a supportive, strengths-based and collaborative approach to engagement, ensuring families feel heard, valued and actively involved in shaping services. Feedback received through these arrangements will continue to be used to drive service improvements through a clear co-production approach and demonstrate our commitment to building trust and positive relationships with the EHE community. | A minimum of three termly EHE Parent Network meetings are held annually. Feedback received from parents informs service development, evidenced through at least two documented "You Said, We Did" improvements each year. Parent participation and engagement levels are monitored, with evidence of continued dialogue and positive feedback from the EHE community. | Sharon Stevens/Carly Lupton | Termly                 |
|                                        | 6) That clearer information is provided to parents about: <ul style="list-style-type: none"> <li>Examination entry processes</li> <li>Associated costs</li> </ul> | Review and enhance information available to EHE families to ensure it is accessible, clear and responsive to parental need. Informed by feedback received through the EHE Parent Network and wider EHE community engagement, information provided to families will                                                                                                                                                                                                                                                                                                                                                    | Updated guidance covering examination entry processes, examination costs and available support services is published and made                                                                                                                                                                                                                                         | Sharon Stevens/Carly Lupton | On notification of EHE |



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| No. | Recommendation                                                                                                          | Proposed Actions / Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Success Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Responsibility | Date                                           |
|-----|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------|
|     | <ul style="list-style-type: none"> <li>Available support services</li> </ul>                                            | include clearer guidance on examination entry processes, associated costs and available support services. This will be supported through improved signposting, Frequently Asked Questions (FAQs), information leaflets and online resources, ensuring families can readily access relevant advice and support. This work will form part of our ongoing commitment to co-production, ensuring information reflects the needs and experiences of EHE families.                                          | <p>available to all EHE families.</p> <p>A dedicated FAQ resource is developed and reviewed annually with input from EHE parents. Information regarding support services, including SENDIASS, SEND services, local opportunities and sources of advice, is routinely provided within EHE communications. Parent feedback demonstrates improved awareness and understanding of examination arrangements and available support, evidenced through engagement activities and Parent Network discussions.</p> | Sharon Stevens | At point of notification of legislation change |
| 7)  | That work continues to prepare for legislative changes on compulsory registers and strengthened Local Authority powers. | Inclusion and Vulnerable Learners will continue to actively prepare for legislative changes relating to Elective Home Education, including the introduction of compulsory registers and any strengthened Local Authority duties and powers. Officers are active members of national and regional EHE networks, including the Association of Elective Home Education Professionals (AEHEP), and receive regular updates and communications from the Department for Education. This ensures the service | <p>Relevant legislative and policy updates are monitored and disseminated to staff as required.</p> <p>Local policies, procedures and guidance are</p>                                                                                                                                                                                                                                                                                                                                                    |                |                                                |

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| No. | Recommendation                                                     | Proposed Actions / Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Success Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Responsibility              | Date     |
|-----|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------|
|     | 8) That the range of support shared via EHE networks is broadened. | <p>remains informed of emerging policy developments and legislative change, enabling timely review and updating of local policies, procedures and practice to ensure continued compliance and effective implementation.</p> <p>IVL will continue to broaden the range of support, information and opportunities shared with Elective Home Education families through established EHE networks and engagement activities. Through ongoing dialogue with the EHE Parent Network and EHE Parent Champion, families will be provided with enhanced signposting to services, resources and opportunities available locally and nationally. This will include information relating to educational resources, SEND services, SENDIASS, health and wellbeing support, leisure activities, the Holiday Activities and Food (HAF) Programme, local support groups and other services identified through engagement with families. This work will continue to be informed by parent feedback to ensure the information shared is relevant, accessible and responsive to family needs.</p> | <p>reviewed and updated within agreed timescales following the publication of new legislation or statutory guidance. The service is able to demonstrate readiness for implementation of any new EHE legislative requirements through updated processes, staff briefings and operational plans.</p> <p>Information and support resources are shared with EHE families through regular communications and Parent Network meetings. Available information is reviewed annually with input from EHE families. At least two new sources of support, services or opportunities are identified and promoted to families each year. Parent feedback demonstrates improved</p> | Sharon Stevens/Carly Lupton | ½ termly |

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| No. | Recommendation                                                                                                                                     | Proposed Actions / Progress                                                                                                                                                                           | Success Measures                                                                                                                           | Responsibility                 | Date                                     |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------|
|     | 9) That opportunities for partnership working to strengthen intervention and support are explored.                                                 | That the Team Around the School be fully appraised of the needs of previously Electively Home Educated pupils who are returning to mainstream education to support and nurture them back into school. | awareness of available support and opportunities.                                                                                          | Caly Lupton                    | At point of reintegration to school roll |
|     | 10) That the capacity for schools to provide early intervention and support in response to emotional and mental health needs is reviewed.          | Information is shared with schools relating to EBSA, emotional health and wellbeing resources are shared with schools, and school staff are encouraged to engage school support.                      | Successful transitions. Personalised intervention is identified in place and delivered at point of reintegration to mainstream education.  | Carly Lupton/Eve Connor-McGill | Termly                                   |
|     | 11) That best practice identified at the Attendance Networks on re-integrating vulnerable learners into school is widely and regularly shared.     | Presentations and resources are shared widely with delegates following the Attendance Network Meeting via email and through the dedicated TEAMS channel.<br>Wider dissemination via Termly PDN's      | All schools are actively engaged with the EBSA Horizons Programme. Relevant information is shared via Attendance Networks and PDN Networks | Sharon Stevens                 | Termly                                   |
|     | 12) That the support available to children and their families experiencing Emotional Based School Avoidance (EBSA) is widely and regularly shared. | Information is shared with schools relating to EBSA, emotional health and wellbeing resources are shared with schools, and school staff are encouraged to engage school support.                      | Schools are appraised of successful practise, useful resources and implement the strategies.                                               | Carly Lupton/Eve Connor-McGill | Termly                                   |

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| No.                               | Recommendation                                                                                                                                                                                            | Proposed Actions / Progress                                                                                                                                                                                                                                                                                                                             | Success Measures                                                                                                                                                                                                                                                                                   | Responsibility                | Date                   |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------|
|                                   | 13) That the Team Around the School be fully appraised of the needs of previously Electively Home Educated pupils who are returning to mainstream education to support and nurture them back into school. | Systematic communication protocols between IVL and TASS are in place and actively implemented.                                                                                                                                                                                                                                                          | <p>All schools are actively engaged with the EBSA Horizons Programme. Relevant information is shared via Attendance Networks and PDN Networks</p> <p>Successful transitions. Personalised intervention is identified in place and delivered at point of reintegration to mainstream education.</p> | IVL caseworkers               | Prior to reintegration |
| <b>Children Missing Education</b> |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |                               |                        |
| 14 - 16                           | 14) That off roll audits are maintained and expanded to prevent inappropriate removal from school rolls.                                                                                                  | Off-roll audits will continue to be undertaken, with the frequency increasing to fortnightly. This will be supported by access to improved and more comprehensive data sets, enabling more timely identification and scrutiny of pupil roll movements. The enhanced audit process will strengthen oversight, support challenge where required, and help | All pupils will have a destination recorded.                                                                                                                                                                                                                                                       | Sharon Stevens/Dorothy Nelson | Fortnightly            |

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| No. | Recommendation                                                                                                                      | Proposed Actions / Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Success Measures                                                                                                                                                                                                                           | Responsibility                 | Date    |
|-----|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------|
|     | 15) That opportunities to work in partnership with the Voluntary and Community Sector are fully utilised to gather intelligence.    | <p>ensure that pupils are not inappropriately removed from school rolls.</p> <p>We will continue to maintain and expand our engagement with the Voluntary and Community Sector, maximising opportunities for partnership working and information sharing wherever they arise. Strengthening these relationships will support the effective gathering of local intelligence, enhance understanding of emerging issues affecting children and families, and facilitate a coordinated and timely response to identified needs. This collaborative approach will ensure that the expertise, knowledge, and community networks within the voluntary sector are fully utilised to inform decision-making, strengthen service delivery, and contribute to improved outcomes for children and young people.</p> | <p>Engagement with Voluntary and Community Sector partners will have increased, evidenced by termly partnership meetings, an agreed process for information sharing, and an increase in intelligence enquiries to ensure safeguarding,</p> | Sharon Stevens                 | Termly  |
|     | 16) That consideration is given to how the social care reforms can be used to reduce the number of children missing from education. | <p>We will consider and maximise opportunities arising from the Children's Social Care Reforms to strengthen the identification and tracking of vulnerable children who may be at risk of becoming missing from education. This will include reviewing local processes, enhancing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Casework will evidence improved information sharing between agencies and earlier identification of children at risk of becoming missing from</p>                                                                                        | Vanessa Housley/Sharon Stevens | Ongoing |

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| No.                                   | Recommendation                                                                                                                                                                                                                                                                                                         | Proposed Actions / Progress                                                                                                                                                                                                                                                                                                                        | Success Measures                                                                                                                    | Responsibility                                                                        | Date            |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------|
|                                       |                                                                                                                                                                                                                                                                                                                        | multi-agency information sharing, and ensuring that education colleague participation and attendance are considered within early help and social care planning. By strengthening collaboration across services, we aim to identify concerns at an earlier stage, reduce barriers to education, and improve outcomes for children and young people. | education, contributing to a reduction in both the number of CME cases and the time taken to identify and support children at risk. |                                                                                       |                 |
| <b>Education Other Than At School</b> |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                     |                                                                                       |                 |
| 17                                    | 17) That multi-agency working arrangements for children receiving EOTAS be strengthened, to ensure earlier, coordinated planning for children with complex needs, with education, health and social care partners jointly developing, owning and reviewing EOTAS packages to improve timeliness, quality and outcomes. | Continue monthly a multi-agency EOTAS Oversight Group involving SEND, Education, Health to oversee all new and existing EOTAS packages.                                                                                                                                                                                                            | Oversight group established with agreed Terms of Reference and regular attendance from all key partners.                            | Strategic Lead<br>SEND Practice / Designated Health Representative / Social Care Lead | Monthly ongoing |
| <b>Alternative Provision</b>          |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                     |                                                                                       |                 |
| 18 - 20                               | 18) That the new QA framework is implemented fully with follow up action plans for providers needing improvement.                                                                                                                                                                                                      | Fully implement the new Alternative Provision (AP) Quality Assurance Framework across all commissioned providers, including the new providers                                                                                                                                                                                                      | 100% of framework providers assessed against the QA framework. Quality                                                              | Service Lead AP                                                                       |                 |

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| No.                 | Recommendation                                                                                                                                                                                                                                            | Proposed Actions / Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Success Measures                                                                                                                                                                                                                                                                                                                                                     | Responsibility                                                       | Date                |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------|
|                     | <p>19) That AP networks continue to be expanded to promote consistent practice.</p> <p>20) That action is taken to ensure that all AP placements have a clear education plan, regularly reviewed, with reintegration as a priority where appropriate.</p> | <p>joining the framework from September 2026.</p> <p>Develop and monitor follow-up action plans for providers identified as requiring improvement through QA activity, with additional support and monitoring where required.</p> <p>Maintain annual quality assurance reviews for all AP providers, with more frequent monitoring and challenge for providers where concerns are identified.</p> <p>Introduce and monitor a standardised Education Plan for all AP placements, setting out educational objectives, planned provision, outcomes and intended next steps.</p> | <p>assurance reports completed and shared.</p> <p>All providers requiring improvement have an action plan in place with measurable targets and evidence of progress.</p> <p>Annual QA programme completed. Improved provider performance evidenced through audits and monitoring visits.</p> <p>100% of AP placements have a documented Education Plan in place.</p> | <p>Service Lead AP</p> <p>Service Lead AP</p> <p>Service Lead AP</p> | <p>January 2027</p> |
| <b>Admissions</b>   |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                      |                                                                      |                     |
| 21                  | 21) That processes and capacity for pupils with EHCPs who move into the Borough are reviewed to minimise time out of education.                                                                                                                           | Undertake a review of current processes for children and young people with EHCPs moving into the Borough, identifying barriers that contribute to delays in securing suitable education placements and provision.                                                                                                                                                                                                                                                                                                                                                            | Review completed with recommendations agreed and implemented.                                                                                                                                                                                                                                                                                                        | Service Lead SEND Assessment and Review                              | December 2026       |
| <b>Safeguarding</b> |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                      |                                                                      |                     |
| 22-24               | 22) That caseworker training in professional curiosity is enhanced to seek to ensure that risks are spotted during educational monitoring visits.                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                      |                                                                      |                     |

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| No. | Recommendation                                                                                                                                                                                                                                                                                             | Proposed Actions / Progress | Success Measures | Responsibility | Date |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------|----------------|------|
|     | <p>23) That multi-agency information sharing for EHE and CME cohorts is strengthened, to compensate for restrictions on direct safeguarding checks.</p> <p>24) That CME processes continue to involve agencies such as Border Force, Police, Health and Housing to track and protect high risk pupils.</p> |                             |                  |                |      |



## REPORT TO CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

16 SEPTEMBER 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 September 2026 meeting, a progress update will be presented in respect of recommendation 12.

## **Background Papers**

None

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## APPENDIX 1

### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

| SCRUTINY MONITORING – PROGRESS UPDATE |                                                                       |
|---------------------------------------|-----------------------------------------------------------------------|
| <b>Review:</b>                        | <b>Scrutiny Review of Narrowing the Gap in Educational Attainment</b> |
| <b>Recommendation Lead:</b>           | <b>Amit Law</b>                                                       |

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.

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Recommendation 12:</b> | <b>Strengthening Transition Arrangements:</b><br>Four 'stages' of Transitions have been identified to track the process of a young person throughout the education system. The first is from Early Years to Primary School, the second from Primary to Secondary School. These focus in the first two stages is on the change in social setting for the young persons, how this change can be planned with care and clarity to ensure that the adjustment for students is as seamless as possible. The third stage targets the development of students into the assessment stage of their education as select qualifications towards the end of Year 9 and progress to examinations in Year 10 and 11. The fourth stage is the Transitions from Secondary School to Post-16 settings. Whilst the social aspect of these stages remains a focus, here an aspect of planning for future qualifications and employment is introduced, to ensure that a holistic attempt to prepare young people for adulthood is being undertaken. |
| <b>Responsibility</b>     | Amit Law                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Date:</b>              | May 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Agreed Action:</b>     | <b>General:</b> <ul style="list-style-type: none"> <li>• <b>Strategic plan internally – Powering our future:</b> <ol style="list-style-type: none"> <li>1. Review the current picture of Transitions at each identified stage, identifying both positives and negatives.</li> <li>2. Create an internal Transitions function that provides clarity in advance for young people and staff.</li> <li>3. Track Children from 14 years old applying a person-centred plan at key stages of the transitions process.</li> <li>4. Review health needs. A Young Person's Care and Health Lead role has been created at SBC to track and respond to any potential health needs. The postholder will be a qualified Nurse identifying health needs early within education and social care.</li> <li>5. Develop independent travel training program. In line with the aim to promote independence for young people at the earliest possible stages.</li> </ol> </li> </ul>                                                                |

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|  | <p>6. Integration of Education and Social Care Planning with Commissioning decisions</p> <ul style="list-style-type: none"> <li>• <b>Transition from Earlier Years to Primary (EY-1):</b> <ol style="list-style-type: none"> <li>1. Review current arrangement and identify good practice.</li> <li>2. Work with educational institutions to identify the causes of issues, and what can be done to cushion any difficulties</li> </ol> </li> <li>• <b>Transition from Primary to Secondary (Year 6-7):</b> <ol style="list-style-type: none"> <li>1. Identify good practice</li> <li>2. Develop a Stockton approach to primary to secondary Transition.</li> <li>3. Promote links between Primary and Secondary institutions, encourage pre-planning and cooperation.</li> </ol> </li> <li>• <b>Transition from Development to Assessment Years (Year 9-10):</b> <ol style="list-style-type: none"> <li>1. Work with educational institutions and alumni networks to inform young people on the choices available and what those choices may mean going forward.</li> <li>2. Engage with parents and carers to inform pupil decision making</li> <li>3. Partner with local employers to think creatively about presenting post-16 opportunities.</li> </ol> </li> <li>• <b>Transition from Secondary to Post-16 (Year 11-12):</b> <ol style="list-style-type: none"> <li>1. Develop a Post 16 strategic plan, with emphasis on the flexibility of choice for young people into education, employment or further training.</li> <li>2. Develop a strategy to promote post 16 providers to all Stockton secondary schools and key stage 4 students</li> <li>3. Work with institutions to review and enhance Marketing plan for Stockton colleges to increase local retention.</li> <li>4. Review Transitions arrangements between secondary and post 16 options. Linking secondary and post-16 institutions with one another to cooperate on student plans pre-arrival.</li> <li>5. Engage with parents and carers to impress on home networks the importance of decisions at this stage.</li> <li>6. Partner with local employers to think creatively about presenting post-16 opportunities.</li> </ol> </li> </ul> <p><b>Communication:</b><br/>All</p> |
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### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

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|                         | <ul style="list-style-type: none"> <li>• Create clear lines of communication between educational institutions and Health and Social Care officers. (this may involve training for frontline educational staff on continuing care procedures, focused on early intervention)</li> <li>• Co-work with educational institutions to produce a Stockton wide educational offer, embed this in an updated Local Offer page and online marketing materials</li> <li>• Develop a clear and direct line of information for parents and carers to access. This should include clarity on routes into social care, further education, employment.</li> <li>• Direct engagement with Education and Social Work staff to communicate the underlying logic of new proposals / options awaiting approval before detailed engagement.</li> </ul> <p>Primary to Secondary</p> <ul style="list-style-type: none"> <li>• Develop holistic information packs for parents and carers on local Secondary schools. (This should include details on geographical catchment areas, registration processes / deadlines, any specialised institutions available, notes on educational attainment / student satisfaction)</li> </ul> <p>Secondary to post-16</p> <ul style="list-style-type: none"> <li>• Review websites and promotional material for Stockton colleges.</li> <li>• Review marketing plans / tools for Stockton post-16 institutions.</li> <li>• Engage local employers to develop clarity on roads into employment, ensure this forms part of communication strategies for educational institutions.</li> </ul> <p>Development to Assessment &amp; Post 16</p> <ul style="list-style-type: none"> <li>• Work with schools, parents and carers to ensure clarity on timelines for qualification selection. (GCSE / BTEC / A-Level / Apprenticeship)</li> </ul> <p><b>Events:</b></p> <p>All</p> <ul style="list-style-type: none"> <li>• Forum meetings and partnership engagement.</li> </ul> <p>Primary to secondary</p> <ul style="list-style-type: none"> <li>• Promote and help organise 'inset' days for new arrivals at secondary schools.</li> </ul> <p>Post 16</p> <ul style="list-style-type: none"> <li>• Preparing for Adulthood Event – 06/02/25 @ Employment and Training Hub (40 Wellington Square TS18 1RG)</li> <li>• Host Stockton Post-16 engagement / transitions event in collaboration with parents and carers group.</li> </ul> |
| Agreed Success Measure: | <p><b>General:</b></p> <ul style="list-style-type: none"> <li>• <b>Strategic plan internally – Powering our future:</b></li> </ul> <p>1 – Establish what is a successful and where there is weakness in our current Transitions procedures. Appraise the best examples of Transitions across the area.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|  | <p>2- Approval by PoF Board, implementation of new process, ultimately improved service experience for users and financial savings.</p> <p>3- Clear Transitions plan for all children into adulthood.</p> <p>4- Staff feel confident in making referrals and challenging ICB decisions. Seamless transitions into new settings for children with health needs.</p> <p>5- Increase from current levels in independent travel.</p> <p>6- Holistic Transitions planning process that encompasses commissioning, housing, education, independence support etc. In addition, improved appreciation of when ICB / Health funding would be appropriate.</p> <ul style="list-style-type: none"> <li>• <b>Transition from Earlier Years to Primary (EY-1):</b> <p>1&amp;2 -Develop a framework and then work with schools to establish what the key gaps are in Transitions, and what may already be taking place that forms good practice.</p> </li> <li>• <b>Transition from Primary to Secondary (Year 6-7):</b> <p>3- Strengthen the working relationship between Primary and Secondary institutions.</p> <p>Enhance framework for transition with better information to support transition.</p> </li> <li>• <b>Transition from Development to Assessment Years (Year 9-10):</b> <p>1,2&amp;3- Evidence from Schools, Parents / Carers and Students that choices are being presented clearly and made with the best information available.</p> </li> <li>• <b>Transition from Secondary to Post-16 (Year 11-12):</b> <p>1&amp;2 – Increased local retention of Stockton students in post-16 pathways.</p> <p>3&amp;4 – Feedback from Schools / Colleges / Parents &amp; Carers that students are making informed and conscious choices on post-16 opportunities.</p> <p>Success in improved communication of Stockton post 16 offer</p> <p>Success in sharing this in all secondary schools and engagement with Stockton post 16 providers</p> </li> </ul> <p><b>Communication:</b></p> |
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|                                                    | <p>All</p> <ul style="list-style-type: none"> <li>• Staff involved in all aspects of a young person's journey are clearly sighted on each other's roles and responsibilities and can respond accordingly to any changes in need.</li> <li>• A clear Local Offer, with clarity on the responsibilities of local institutions to support the aspirations of young people.</li> <li>• Clear communication materials made accessible.</li> <li>• Support from those who will be operating whatever system is put in place.</li> </ul> <p>Primary to Secondary</p> <ul style="list-style-type: none"> <li>• Clear communication materials made accessible</li> </ul> <p>Secondary to post-16</p> <ul style="list-style-type: none"> <li>• Increased local retention of Stockton Students in post-16 pathways</li> </ul> <p>Post 16</p> <ul style="list-style-type: none"> <li>• Increased local retention of Stockton students in post-16 pathways</li> <li>• To form part of the Local Offer.</li> </ul> <p>Development to Assessment &amp; Post 16</p> <ul style="list-style-type: none"> <li>• Clear communication materials made accessible</li> </ul> <p><b>Events:</b></p> <p>All</p> <ul style="list-style-type: none"> <li>• For all stakeholders to have a consistent forum for engagement</li> </ul> <p>Primary to secondary</p> <ul style="list-style-type: none"> <li>• For children to have Enhanced Transition into Secondary school</li> </ul> <p>Post 16</p> <ul style="list-style-type: none"> <li>• Event to be well attended by children, adults and parents and carers</li> <li>• Event to have a wide range of stakeholder representation</li> </ul> |
| <p>Evidence of Progress:<br/>16 September 2026</p> | <p>Since the establishment of the Transitions Team on 8 October 2025, significant progress has been made in developing the service, embedding effective processes, building strong partnerships, and improving outcomes for young people and their families. The focus during the first nine month has been on creating robust foundations, developing pathways and systems, supporting operational services, and ensuring young people experience a smoother transition into adulthood.</p> <p><b><u>Phase 1: Service Establishment and Development</u></b></p> <p><u>October 2025 – January 2026</u></p> <p>During the initial months, the team concentrated on service setup, stakeholder engagement, and creating the infrastructure needed to support young people effectively through transition.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|  | <p><b>Service Development</b></p> <p>Established the Transitions Team and began developing operational processes and working practices.<br/> Implemented manual data collection processes to capture activity, monitor demand, and understand emerging trends.<br/> Engaged extensively with internal and external partners to understand what was working well within current transition arrangements and identify areas requiring improvement.<br/> Consulted directly with young people and families to gather feedback regarding their experiences of transition services, ensuring that service development was informed by lived experience.</p> <p><b>Systems and Data</b></p> <p>Designed and created a bespoke database to track young people through the transition process.<br/> Developed an accompanying performance dashboard, enabling oversight of caseloads, assessment activity, outcomes, and demand.<br/> Established systems for recording and monitoring transition activity to support future service planning and performance reporting.</p> <p><b>Casework and Assessment Activity</b></p> <p>Began identifying young people who would benefit from transition support. Initiated transition planning and assessment work, ensuring young people approaching adulthood were identified at an earlier stage and supported appropriately.</p> <p><b>Partnership Working</b></p> <p>Developed relationships with professionals across:</p> <ul style="list-style-type: none"> <li>• Health services</li> <li>• Adult Social Care</li> <li>• Children's Social Care</li> <li>• Education</li> <li>• Voluntary and Community Sector organisations</li> </ul> <p>This networking created stronger links between services and improved opportunities for collaborative planning.</p> <p><b>Governance and Procedures</b></p> <p>Developed comprehensive policies and procedures for the Transitions Team. Submitted documentation to Legal Services for review and approval to ensure compliance with statutory and organisational requirements.</p> |
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|  | <p><b><u>Phase 2: Embedding and Service Growth</u></b></p> <p><u>February 2026 – July 2026</u></p> <p>Following approval from Legal Services and senior management, the focus shifted towards embedding the service, strengthening preventative work, and developing strategic partnerships.</p> <p><b>Policy Implementation</b></p> <p>Shared and implemented the approved Transitions Team policies and procedures across partner services.<br/>Established clear pathways and guidance to support consistent practice.</p> <p><b>Supporting Adult Services</b></p> <p>Assisted Adult Learning Disabilities and Mental Health teams by picking up transition cases already allocated to those services, which; helped reduce waiting times for young people transitioning into adult services and contributed towards reducing pressures on existing adult social care caseloads.</p> <p><b>Workforce Development</b></p> <p>Developed and launched an online Transitions e-learning package to enhance staff knowledge and understanding of transition processes and statutory responsibilities.</p> <p>Delivered a range of presentations and awareness sessions to professionals across multiple sectors including:</p> <ul style="list-style-type: none"> <li>• Tees Safeguarding Adults Board (TSAB)</li> <li>• Social Work Week events</li> <li>• Communications (COMMS) events</li> <li>• South Tees Health Conference</li> <li>• Children's Social Care</li> <li>• SEND partnership events</li> </ul> <p>These sessions have significantly increased awareness and understanding of transition planning both internally and externally.</p> <p><b><u>Improving Multi-Agency Working</u></b></p> <p><b>Complex Transition Panel</b></p> <p>Introduced and established the Complex Transition Panel to improve multi-agency planning for young people with complex needs.<br/>Improved oversight, joint decision-making, and earlier identification of support requirements.</p> |
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|  | <p><b>SEN and Education Partnerships</b></p> <p>Worked closely with Special Educational Needs (SEN) services to:<br/> Working with SEN, education provision and parents/carers to develop Independent Travel Training opportunities.<br/> Identify potential transition cases earlier, including young people not currently known to social care.<br/> Support preparation for the SEND Ofsted inspection.</p> <p><b>Systems and Pathway Development</b></p> <p>A significant area of progress has been achieved in relation to systems development:<br/> Worked alongside systems teams to develop a comprehensive transition pathway.<br/> Successfully launched a live demonstration version of the pathway.<br/> Linked Children's (LCS) and Adult (LAS) systems to improve information sharing and reduce duplication.<br/> Reviewed and amended the Transition Assessment to align more closely with the requirements of a Care Act Assessment.<br/> These developments will improve efficiency, reduce duplication for families, and strengthen the transition process.</p> <p><b>Young People and Family Engagement</b></p> <p>Developed a draft information leaflet in partnership with parents and carers to ensure information is accessible, relevant, and meaningful regarding independent travel training.<br/> Attended No Limits Hub sessions to engage directly with Children in Our Care (CIOC) and gather feedback.</p> <p>Participated in:</p> <ul style="list-style-type: none"> <li>• Preparing for Adulthood (PfA) events</li> <li>• School open days</li> <li>• Transition launch and open day events</li> </ul> <p>These activities have increased awareness of the service and strengthened engagement with young people and families.</p> <p><b>Mental Capacity and Specialist Support</b></p> <p>Supported Children's Social Care and the Respite Unit with Mental Capacity Assessments (MCAs).<br/> Completed multiple MCA decisions for young people approaching adulthood.<br/> Continued providing advice and support to Children's Social Care teams, establishing the Transitions Team as a recognised point of contact for guidance and consultation.</p> |
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|  | <p><b>Health Partnership Working</b></p> <p>Worked collaboratively with Continuing Healthcare (CHC) services to ensure Decision Support Tools (DSTs) are completed at approximately six months earlier. For example; before involvement from the team they were completed at 17.6 and now these are being completed at 17.<br/>This proactive approach aims to reduce delays in decision-making and improve transition planning outcomes. This will also allow for time should a dispute occur during the DST.</p> <p><b>Prevention and Early Intervention</b></p> <p>A key achievement of the team has been the emphasis on prevention and early intervention.</p> <p>Through early identification, information, advice, and targeted support, the team has:</p> <ul style="list-style-type: none"> <li>• Reduced unnecessary referrals into Adult Social Care.</li> <li>• Signposted young people and families to appropriate community-based support.</li> <li>• Prevented escalation of need where suitable preventative services could be implemented.</li> </ul> <p>Examples of signposting and alternative support include:</p> <ul style="list-style-type: none"> <li>• CGL services</li> <li>• Leaving Care Local Offer</li> <li>• Universal mental health support services</li> <li>• Steps services</li> <li>• Supported internships</li> <li>• Community and voluntary sector provision</li> <li>• Outcomes Achieved</li> <li>• Preventing High-Cost Residential Care</li> </ul> <p>A few examples;</p> <p>The team supported a young person who was previously expected to move into residential accommodation costing approximately £7,000 per week. Through coordinated planning and partnership working, the young person has instead been successfully supported into an individual tenancy with an appropriate care package that will continue into adulthood.</p> <p>This has resulted in:</p> <ul style="list-style-type: none"> <li>• Improved independence and quality of life.</li> <li>• Better long-term outcomes.</li> <li>• Significant cost avoidance for the Local Authority.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Preventing Future Service Dependency</li> </ul> <p>The team identified a supported internship opportunity for another young person who had been anticipated to require adult social care support. As a result:</p> <ul style="list-style-type: none"> <li>• The young person achieved a more positive and independent pathway into adulthood.</li> <li>• The anticipated need for ongoing Adult Social Care services was prevented.</li> <li>• Better outcomes were achieved at a lower long-term cost.</li> </ul> <p><b>Carers Support</b></p> <p>The team has strengthened support pathways for both young carers and adult carers by:</p> <p>Developing links between Eastern Ravens and Adult Carers Services. Reviewing and updating Transition Assessment documentation to ensure carers are identified consistently.</p> <p>Considering young carers at every referral stage and making referrals where appropriate.</p> <p>Identifying carers through Care Act Assessments and creating clearer pathways into adult carers support services upon reaching adulthood. Continuing to work with systems to better identify/forecast. Improving the ability to forecast future demand for carers services.</p> <p><b>Strategic Planning and Commissioning</b></p> <p>The team has established itself as an important contributor to future planning across the Local Authority through:</p> <p>Regular attendance at Accommodation Panels.</p> <p>Attending regular meetings with finance to ensure high-cost packages are planned for in the budget.</p> <p>Active involvement in Complex Commissioning Panels.</p> <p>Working closely with commissioning colleagues to identify and project future demand.</p> <p>Supporting strategic discussions regarding future housing and accommodation requirements.</p> <p>Contributing intelligence regarding future service development and commissioning priorities.</p> |
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|                                                                | <b><u>Performance and Activity Data</u></b>             |                                                                 |                                                                                                                                                                                        |
|----------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <b>Activity/Outcome</b>                                 | <b>Number</b>                                                   | <b>Notes</b>                                                                                                                                                                           |
|                                                                | Active cases for Transition Assessment/Planning         | <b>81</b>                                                       | Young people actively receiving transition support and planning.                                                                                                                       |
|                                                                | Cases Being Monitored                                   | <b>11</b>                                                       | Young people identified as potentially requiring future transition intervention and being proactively overseen by the team.                                                            |
|                                                                | Transition Assessments Completed                        | <b>38</b>                                                       | Assessments completed to identify transition needs and outcomes.                                                                                                                       |
|                                                                | Care Act Assessments Completed                          | <b>35</b>                                                       | Statutory Care Act assessments completed.                                                                                                                                              |
|                                                                | Carers Identified Through Care Act Assessments          | <b>35</b>                                                       | Carers identified and considered for support and referral pathways.                                                                                                                    |
|                                                                | Mental Capacity Assessments (MCAs) Completed            | <b>23</b>                                                       | Multiple assessments may have been completed for some individuals depending on specific decisions required.                                                                            |
|                                                                | Young People Eligible for Adult Social Care             | <b>2</b>                                                        | Identified as having eligible needs following assessment.                                                                                                                              |
|                                                                | Signposted/Prevented Cases                              | <b>20</b>                                                       | Cases where information, advice, guidance, or alternative support prevented the need for Adult Social Care intervention.                                                               |
|                                                                | Cases Currently Being Supported Through Prevention Work | <b>9</b>                                                        | Transition Assessments identified potential eligible needs; however, early intervention and preventative support may reduce or remove the need for ongoing Adult Social Care services. |
| <b><u>Examples of Signposting and Preventative Support</u></b> |                                                         |                                                                 |                                                                                                                                                                                        |
|                                                                | <b>Service/Support</b>                                  | <b>Purpose</b>                                                  |                                                                                                                                                                                        |
|                                                                | CGL Services                                            | Specialist support and intervention services.                   |                                                                                                                                                                                        |
|                                                                | Leaving Care Local Offer                                | Information and support for care leavers moving into adulthood. |                                                                                                                                                                                        |

## APPENDIX 1

### PROGRESS UPDATE: Review of Narrowing the Gap in Educational Attainment

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | STEPS                            | Early intervention and wellbeing support services.          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supported Internships            | Employment and independence opportunities for young people. |
| <p><b><u>Looking Forward: Priorities for 2026/27</u></b></p> <p>As the service continues to develop, the key priorities for the next phase include:</p> <p><b>Service Development</b></p> <p>Develop a comprehensive transitions resource for young people, families, and professionals.<br/>Further embed the Transitions Team across the Local Authority and partner agencies.<br/>Establish formal feedback mechanisms to inform continuous service improvement.<br/>Areas of service development where there are identified needs and no provision to meet i.e. independence work/building skills etc.</p> <p><b>Data and Systems</b></p> <p>Enhance the dashboard to better identify and monitor housing demand and future accommodation needs.<br/>Fully implement and embed the new transitions pathway and supporting systems.<br/>Continue collecting, analysing, and reporting performance data to identify trends and support strategic planning.</p> <p><b>Engagement and Participation</b></p> <p>Develop new approaches to strengthen the voice of young people within service development.<br/>Improve communication methods and accessibility for young people and families seeking support.<br/>Continue attendance at networking events, educational settings, and community engagement opportunities.</p> <p><b>Strategic Partnerships</b></p> <p>Continue strengthening relationships across health, education, social care, housing, commissioning, and the voluntary sector.<br/>Support earlier identification of young people likely to require transition planning.</p> |                                  |                                                             |



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Continue developing preventative approaches that maximise independence and reduce future reliance on statutory services.

#### **Young Person Health and Care Lead**

The Young Person Health and Care Lead has become a critical partnership role, bringing together the functions of the Designated Social Care Officer (DSCO) and the Children's Continuing Care Lead. This integrated approach has strengthened collaboration across health, education, and social care, ensuring that children and young people receive more coordinated support. Social care advice is now provided consistently through the front door, and the service remains on track to meet demand and manage referrals effectively. From a Children's Continuing Care perspective, the role has enabled the earlier identification of children with unmet health needs. This ensures that health partners are involved at the earliest opportunity, supporting joint funding arrangements where appropriate and, most importantly, placing the child's needs at the centre of decision-making.

The role has also improved our ability to identify young people approaching adulthood who are likely to be eligible for Continuing Healthcare (CHC). This early planning supports smoother transitions into adult services, reducing delays and ensuring continuity of care.

Overall, the Young Person Health and Care Lead role continues to be a significant success, strengthening partnership working, improving early intervention, and supporting better outcomes for children, young people, and their families.

#### **Independent Travel Training**

We have now reached the stage where a business case will be developed to determine which delivery model(s) should be taken forward. This is a key piece of work that will support our wider preparation for adulthood agenda, helping young people to develop the skills and confidence needed to travel independently and access their communities.

Independent Travel Training has the potential to improve outcomes for young people by increasing their independence, reducing reliance on specialist transport where appropriate, and supporting greater participation in education, employment, and social opportunities. The forthcoming business case will explore the available options, associated costs, expected benefits, and implementation requirements to inform future decision-making.

#### **In school Transitions Update**

The Education Transitions Co-ordinator is now in post and will lead the key transition activities required to support pupils during school transitions. This work has already commenced, with the Education Transitions Co-ordinator actively participating in all regional meetings. They will also begin working closely with schools to develop a consistent transition framework that supports effective planning and delivery across the system.

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| <p>Assessment of Progress:<br/>(include explanation if required)<br/>16 September 2026</p> | <p>2 – On track. The first nine month of the Transitions Team has been characterised by significant service development, strong partnership working, and an emphasis on early intervention and prevention. The team has successfully established core systems, processes, and governance arrangements while simultaneously supporting young people, carers, and partner services. Early outcomes demonstrate improved planning, reduced delays, increased collaborative working, and evidence of both cost avoidance and improved life outcomes for young people transitioning into adulthood. As the service continues to mature, its focus will remain on delivering person-centred, preventative, and outcome-focused support that enables young people to achieve greater independence and successful adult lives.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Evidence of Impact:<br/>16 September 2026</p>                                           | <p><b>Evidence of Impact</b></p> <p><b>Improved outcomes for young people</b></p> <ul style="list-style-type: none"> <li>• 81 active transition cases supported, with 38 Transition Assessments and 35 Care Act Assessments completed, ensuring young people receive earlier and more coordinated planning for adulthood.</li> <li>• The team helped a young person avoid a residential placement costing approximately £7,000 per week by supporting them into an individual tenancy with an appropriate care package, leading to greater independence and better long-term outcomes.</li> <li>• A supported internship opportunity enabled another young person to follow a more independent pathway, preventing the need for ongoing Adult Social Care support.</li> </ul> <p><b>Prevention and demand management</b></p> <ul style="list-style-type: none"> <li>• 20 cases were signposted or prevented, where information, advice, guidance, or alternative support avoided the need for Adult Social Care intervention.</li> <li>• A further 9 cases are currently being supported through prevention work, with early intervention potentially reducing future reliance on Adult Social Care services.</li> <li>• Earlier identification and support have reduced unnecessary referrals and prevented escalation of need.</li> </ul> <p><b>Improved partnership working</b></p> <ul style="list-style-type: none"> <li>• Establishment of the Complex Transition Panel has improved multi-agency planning, oversight, joint decision-making, and earlier identification of support needs.</li> <li>• Stronger collaboration across health, education, children's services, adult social care, and the voluntary sector has created more coordinated transition pathways.</li> </ul> |

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|  | <p><b>Improved systems and processes</b></p> <ul style="list-style-type: none"> <li>• Development of a bespoke database, performance dashboard, and linked Children's and Adult systems has improved tracking, information sharing, and reduced duplication for families.</li> <li>• Continuing Healthcare Decision Support Tools are now being completed around six months earlier, reducing delays and allowing more time to resolve disputes and plan support.</li> </ul> <p><b>External validation</b></p> <ul style="list-style-type: none"> <li>• The SEND inspection identified transition planning as effective, stating that young people typically receive continuous support and services when moving from children's to adult services.</li> </ul> <p><b>Concise impact statement</b></p> <p>The Transitions Team has demonstrated measurable impact through earlier intervention, strengthened multi-agency working, reduced demand on Adult Social Care, significant cost avoidance, improved planning for young people approaching adulthood, and positive external recognition from inspectors, senior leaders, and families.</p> <p><b>SEND report good comments</b></p> <p>"Transition planning for children and young people with SEND, who are known to social care, is effective. This means young people typically receive continuous support and services as they move from children to adult services."</p> <p><b><u>Service user comments</u></b></p> <p><i>... "We are both very happy so far and with the plans in place for the future and support on offer."</i></p> <p><i>... "We are very happy with the work the team has done with us. They have been very supportive and have made sure that we were happy with all decisions made. They have been very supportive of the immediate family as well as the service user. They have provided a very comprehensive service that we all appreciate."</i></p> <p><i>... "I wanted to send a quick note of thanks following our meeting and the assessment for my son. Navigating the support system for learning disabilities is really overwhelming at this stage, but the clarity and expertise made the process feel much more understandable."</i></p> <p><i>... "I am very grateful for the support plan outlined. It's reassuring to know that my son will have these resources in place, and we look forward to working closely with you to ensure he has everything he needs to thrive and live to the fullest."</i></p> <p><i>... "It is very reassuring to know that a professional is leading the changes to a care package, and we were never left to figure things out for ourselves. She has been an excellent Social Worker for us."</i></p> |
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|  | <p>“Yes, she has consistently demonstrated that she has her service user’s best interests at heart and has followed through on all the things she has said she would do to support them.”</p> <p>“Perfect, thank you for your continued support, you’re amazing!”</p> |
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| <b>Assessment of Progress Gradings:</b> | <b>1</b><br>Fully Achieved | <b>2</b><br>On-Track | <b>3</b><br>Slipped | <b>4</b><br>Not Achieved |
|-----------------------------------------|----------------------------|----------------------|---------------------|--------------------------|

**Children and Young People Select Committee  
Work Programme – 2026-2027**

| Date                            | Item                                                                                                  | Attending                                                                         |
|---------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 15 April 2026<br>Formal Session | Overview and Performance Meeting                                                                      | Cllr Clare Besford<br>Louise Hollick<br>Lynn Stoneley<br>Jane Smith               |
| Informal Session                | Review of Children Not in School –<br>Evidence – Summary of Evidence                                  | Elisha Dyball<br>Vanessa Housley                                                  |
| 13 May 2026                     | Review of Children Not in School –<br>Evidence – Final Report                                         | Elisha Dyball<br>Vanessa Housley                                                  |
|                                 | Presentation SEND White Paper                                                                         | Elisha Dyball                                                                     |
| 17 June 2026                    | CANCELLED                                                                                             |                                                                                   |
| 15 July 2026                    | Monitoring – Scrutiny Review of Narrowing<br>the Gap in Educational Attainment                        | Vanessa Housley<br>Craig Taylor (Rec 16)<br>Kellie Wigley/<br>Ellen Guest (Rec 4) |
|                                 | The Annual Children’s Services<br>Complaints Report 2025/26                                           | Majella McCarthy/ Gemma<br>Jackson/ Lisa Williams                                 |
|                                 | Scrutiny Review of Additionally Resourced<br>SEND Provision – Final Report                            | Elisha Dyball                                                                     |
|                                 | Scrutiny Review of Alternative Provision<br>for Children and Young People – Scope<br>and Project Plan | Claire Tiffany                                                                    |
| 16 September 2026               | Review of Children Not in School – Action<br>Plan                                                     | Elisha Dyball<br>Sharon Stevens<br>Vanessa Housley                                |
|                                 | Overview and Performance Report                                                                       | Cllr Clare Besford<br>Majella McCarthy                                            |
|                                 | Monitoring – Scrutiny Review of Narrowing<br>the Gap in Educational Attainment                        | Vanessa Housley<br>Amit Law (Rec 12)                                              |
| 14 October 2026                 | Scrutiny Review of Alternative Provision<br>for Children and Young People – Evidence                  | Claire Tiffany                                                                    |
|                                 | Monitoring – Scrutiny Review of<br>Contextual Safeguarding                                            | Darran Hope                                                                       |
|                                 | Monitoring – Scrutiny Review of Narrowing                                                             | Vanessa Housley                                                                   |

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|                                      | the Gap in Educational Attainment<br><br>Monitoring – Holidays are Fun                                                                                                                               | Mandie Rowlands<br>(Recs 11 and 15)<br><br>Mandie Rowlands |
| 11 November 2026                     | Scrutiny Review of Alternative Provision for Children and Young People – Evidence                                                                                                                    | Claire Tiffany                                             |
| 16 December 2026<br>Informal Session | Scrutiny Review of Alternative Provision for Children and Young People – Summary of Evidence and Draft Recommendations                                                                               | Claire Tiffany                                             |
| 13 January 2027                      | Scrutiny Review of Alternative Provision for Children and Young People – Final Report<br><br>Monitoring – Scrutiny Review of Narrowing the Gap in Educational Attainment – Summary and Impact Report | Claire Tiffany<br><br>Vanessa Housley<br>Judy Trainer      |
| 10 February 2027                     | TBC                                                                                                                                                                                                  |                                                            |

### **Items to be scheduled each year**

Children and Young People Overview and Performance Reports

### **Progress Updates**

Contextual Safeguarding and Youth Relationships October 2026

Narrowing the Gap in Educational Attainment – Ongoing

HAF – October 2026

Children Not in School - TBC