

Public Document Pack



**Service Director – Legal, Governance and
Commissioning**

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Thursday 21 August 2025

Notice of Meeting

Dear Member

Children's Scrutiny Panel

The **Children's Scrutiny Panel** will meet in the **Council Chamber - Town Hall, Huddersfield** at **10.30 am** on **Friday 29 August 2025**.

This meeting will be webcast live and will be available to view via the Council's website.

The items which will be discussed are described in the agenda and there are reports attached which give more details.

A handwritten signature in black ink, appearing to read 'S Lawton'.

Samantha Lawton

Service Director – Legal, Governance and Commissioning

Kirklees Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair/Clerk of their intentions prior to the meeting.

The Children's Scrutiny Panel members are:-

Member

Councillor Itrat Ali (Chair)

Councillor Aafaq Butt

Councillor Tanisha Bramwell

Councillor Hannah McKerchar

Councillor Ashleigh Robinson

Councillor Richard Smith

Agenda

Reports or Explanatory Notes Attached

Pages

1: Membership of the Panel

To receive apologies for absence from those Members who are unable to attend the meeting.

2: Minutes of the Previous Meeting

1 - 6

To approve the Minutes of the meeting of the Panel held on the 28th April 2025.

3: Declaration of Interests

7 - 8

Members will be asked to say if there are any items on the Agenda in which they have any disclosable pecuniary interests or any other interests, which may prevent them from participating in any discussion of the items or participating in any vote upon the items.

4: Admission of the Public

Most agenda items take place in public. This only changes where there is a need to consider exempt information, as contained at Schedule 12A of the Local Government Act 1972. You will be informed at this point which items are to be recommended for exclusion and to be resolved by the Committee.

5: Deputations/Petitions

The Panel will receive any petitions and/or deputations from members of the public. A deputation is where up to five people can attend the meeting and make a presentation on some particular issue of concern. A member of the public can also submit a petition at the meeting relating to a matter on which the body has powers and responsibilities.

In accordance with Council Procedure Rule 10, Members of the Public must submit a deputation in writing, at least three clear working days in advance of the meeting and shall subsequently be notified if the deputation shall be heard. A maximum of four deputations shall be heard at any one meeting.

6: Public Question Time

To receive any public questions.

In accordance with Council Procedure Rule 11, the period for the asking and answering of public questions shall not exceed 15 minutes.

Any questions must be submitted in writing at least three clear working days in advance of the meeting.

7: Kirklees SEND Sufficiency for Kirklees 2025-2028

9 - 56

The Panel will consider the Kirklees SEND Sufficiency for Kirklees 2025-2028 strategy document, which provides information on the work being undertaken to ensure sufficiency of provision for children with special educational needs and disabilities (SEND) in Kirklees.

Contact: Jo-Anne Sanders, Service Director, Learning and Early Support
Stewart Horn, Head of Children's Integrated Commissioning

8: Pre-decision scrutiny - Cabinet decisions on the horizon

The Panel will consider any potential areas of pre-decision scrutiny in accordance with any cabinet decisions relating to children and young people which are on the horizon and receive updates from senior officers in Children's Services.

Contact: Service Directors (Children's Services)

9: Feedback from Panel Members on issues considered by Kirklees Parenting Board

Panel Members who attend the Kirklees Parenting Board, will feedback on key areas of focus considered by the Board, which will be of interest to the Panel.

10: Work Programme and Agenda Plan for 2025/26

57 - 76

The Panel will consider the proposed areas of focus and activity for the 2025/26 municipal year within the work programme and agenda plan and discuss the method and means to be used to continue the Panel's work going forward.

Contact: Helen Kilroy, Assistant Democracy Manager

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Contact Officer: Helen Kilroy

KIRKLEES COUNCIL

CHILDREN'S SCRUTINY PANEL

Monday 28th April 2025

Present: Councillor Itrat Ali (Chair)
Councillor Jane Rylah
Councillor Hannah McKerchar
Councillor Tanisha Bramwell

In attendance: Jo-Anne Sanders, Service Director - Learning and Early Support
Martin Wilby, Head of Education Places and Access
Stewart Horn, Head of Children's Integrated Commissioning
Joel Hanna, Head of Service for Corporate Parenting
Councillor Viv Kendrick, Cabinet Member for Children's Services

Apologies: Councillor Ashleigh Robinson
Councillor Richard Smith

1 Membership of the Panel

Apologies for absence were received on behalf of Councillor Richard Smith and Councillor Ashleigh Robinson.

2 Minutes of the Previous Meeting

That the Minutes of the meeting held on 14th March 2025 be approved as a correct record.

3 Declaration of Interests

No interests were declared.

4 Admission of the Public

All agenda items were considered in public session.

5 Deputations/Petitions

No deputations or petitions were received.

6 Public Question Time

No public questions were received.

7 Special Schools – update on the rebuild of Joseph Norton Academy and Woodley School and College

The Panel considered a report providing an update on the rebuild of two Special Schools, Joseph Norton Academy and Woodley School and College, presented by Stewart Horn, Head of Children's Integrated Commissioning and Martin Wilby, Head of Education Places and Access.

Children's Scrutiny Panel - 28 April 2025

Jo-Anne Sanders, Service Director for Learning and Early Support, provided an introduction and advised the Panel that Kirklees was making a huge investment as part of its sufficiency duty, to enable the ambition of placing Kirklees young people close to where they live. It had been recognised that there was a growing need for places for children with complex autism, and for children with Social Emotional and Mental Health (SEMH) needs and additional places would be provided as part of the rebuilds.

Stewart Horn highlighted the following key points regarding the rebuild of Joseph Norton Academy:

- Joseph Norton Academy was facing growing demand for places for children with SEMH needs. The Academy was currently based in Scissett and had 63 places, however there was a need for more places and for a higher-quality learning environment.
- The new building had been designed to incorporate the views of staff, and the children currently at the school had also been consulted using the Our Voice Team.
- The new school would be built on the site of the former Deighton Centre.
- The pre-contract phase involved checking the design against value for money for Kirklees and finalising the design, costings and timelines.
- Groundworks were due to start on site in early June 2025.
- Links between the school and the Deighton and Ashbrow communities were being developed.
- The number of pupils at the school was increasing by utilising other sites, so that pupil numbers could gradually grow before the new building was completed.
- Other ongoing activities included the purchasing of furniture and IT for the school, and transition arrangements.

Martin Wilby highlighted the following key points regarding the rebuild of Woodley School and College:

- Staff and pupils had been involved with the design of the new build to ensure it met the children's needs.
- The future Woodley site presented more complexity due to the existing buildings.
- In July 2024 a report had been presented to Cabinet with a list of key elements that would need to be addressed in order to start the build process and some of these had been addressed and others were underway.
- Telecoms masts on the building had now been removed after legal challenges had been overcome.
- The private pre-school site had moved to alternative and improved facilities at Almondbury Library.
- The Private Public Partnership arrangement that the building was under was due to be exited within the near future.
- Procurement had taken place to recruit a demolition contractor and activity should start on site over the coming weeks.
- A temporary site in Crosland Moor was being used as a satellite site for the school, with 25 pupils gaining a positive experience there prior to the new site opening.

Children's Scrutiny Panel - 28 April 2025

In response to a question from the Panel about when the schools would reach capacity, Jo-Anne Sanders advised that Woodley School and College was almost at the capacity of the new build with the combined number of pupils at the satellite site and the current site. For Joseph Norton, because the school was doubling in size, careful planning was being put into place for transition to a larger school population and premises. The Panel was informed that Joseph Norton was also expanding its age range and would admit girls. Each child being admitted to the new school would be looked at individually to promote a smooth transition.

The Panel asked when Joseph Norton would be completed and were advised that it was hoped to be completed in a year, however many factors could affect the timescales. Woodley School and College's rebuild would take longer due to the necessity for demolition on the site.

In response to a question regarding the engagement with parents, staff and children, the Panel were informed that a dedicated team had run play sessions and more formal facilitated feedback to gather the children's voice. This had included videos, drawings and comments, resulting in elements being included in the design such as gardens outside classrooms and a farm provision at Joseph Norton, and a Forest School provision and outside playground including slides, swings and trampolines at Woodley. Proposed designs had been taken back to the schools to ensure the designs reflected the feedback given and reactions from the children had been positive. The Panel was informed that some parents would find the move from Scissett to Deighton more difficult than others, but the location had been chosen as central within Kirklees to facilitate easier transport for the majority of pupils. Parents had raised questions over the length of time the project was taking, but the service was committed to getting the builds of the best quality and value, which took time.

The Panel asked what would happen if circumstances changed with the external partners involved and were advised by Jo-Anne Sanders that the Council had engaged the services of technical experts to put in challenge and support and provide an appropriate level of check and balance. Other partners would be contractually bound, and it was felt that the projects undertaken had been future-proofed.

The Panel raised the issue of recent successful engagement by the Joseph Norton Academy with the community, and were assured that the school wanted to become part of the Deighton community and would take steps to do so.

The Panel asked for detail of the consultation process and were advised by Jo-Anne Sanders and Martin Wilby that there was a genuine commitment to ongoing engagement with all parties, and that results of the consultation undertaken by Woodley School and College and Joseph Norton Academy as part of their "significant change" process had been published. The Panel were assured that residents, parents, pupils, staff and relevant ward councillors had all been engaged with at the time when sites for both builds were chosen. Further detail on the consultation on Woodley School and College could be found in the Cabinet report for the meeting on 12th March 2024. ([Public Pack](#))[Agenda Document for Cabinet, 12/03/2024 13:30](#)

RESOLVED:

- 1) That the officers be thanked for their contributions and the report be noted.
- 2) That a visit by the Panel be undertaken to the two new schools when the rebuilds were complete.

8 Decline of the cohort of children in primary schools in Kirklees

The Panel considered a report on the decline of the cohort of children in primary schools in Kirklees, which was presented by Martin Wilby, Head of Education Places and Access.

Martin Wilby gave an overview of the report and highlighted the following key points:

- The number of children in the cohort entering Reception had been in decline since a peak in 2015/16, and the cohort across Kirklees had reduced by over 1,000 since then.
- A large proportion of school funding was determined by the number of children on roll, and the decline in numbers was having an impact on the budgets of some schools.
- Over the last five years opportunities for reducing places had been considered, to enable schools to have a more efficient financial model.
- The mechanism for this had been a reduction in Pupil Admission Numbers (PAN).
- Progress had been made, with a reduction of 7.7% Reception places, over 400 places less than 5 years ago. At the same time, the cohort reduced by 8.2%.
- In some geographical areas progress had been limited, and there were a larger number of surplus places available, with two named areas having a 26% surplus.
- A healthy surplus would be 5-10%, so 26% was being highlighted as a concern.

Martin Wilby informed the Panel of the background to School Planning Areas and explained that there were 23 Primary Planning Areas in Kirklees which were geographical areas signed off by the Department for Education. All schools in the planning area were looked at when planning school places. Pupil cohorts fluctuated year on year within a single schools' locality, so having a larger number of schools within a local area made planning more effective. More information could be found in the school place planning document which provided the evidence base for this report [School Place Planning 2024-2027](#).

The Panel was informed that there were no plans for school closures, but this was the ultimate destination for schools if they could not remain sustainable. There was a heightened risk of school closures in cases where high surplus places could not be resolved.

In response to a question from the Panel, Martin Wilby advised that the majority of engagement to date had been with school leaders, and where this had not resulted in progress being made, he recommended that the next steps would be to present the facts and information to both school leaders and governors, and to discuss potential opportunities in partnership with them. The Panel noted that Kirklees was not the admission authority in some schools as they had their own admission

Children's Scrutiny Panel - 28 April 2025

arrangements and made their own decisions. Martin Wilby advised the Panel that by bringing the report to Children's Scrutiny, awareness of the facts on this issue would be raised and suggestions from the Panel were welcomed.

The Panel suggested that where schools were run by Multi Academy Trusts (MATs) the governors of the MATs were often spread across a large geographical area, however there were often individual school subcommittees/governors whose members held local knowledge and could be valuable contacts for such future discussions. Martin Wilby thanked the Panel for the suggestion.

In response to a question about the Published Admission Number (PAN) the Panel were informed that the National Admissions Code underpinned the national system for admissions, with the decision on a school's PAN made by the admission authority. Martin Wilby advised the Panel that for community and voluntary controlled schools the Council was the admission authority, although schools were engaged with prior to any proposed changes to PAN. Academies, voluntary aided schools and Trusts were their own admission authorities and complied with the same admissions code. The Published Admission Number (PAN) determined the number of pupils admitted at a usual point of entry, for example into Reception for Primary Schools. The most financially efficient PAN would be 30 or multiples of 30.

Jo-Anne Sanders, Head of Learning and Early Support, advised the Panel that:

- Some smaller schools worked creatively to differentiate the curriculum with PANs that differed from the usual model of 30 per year group.
- Schools needed to be financially sustainable to enable them to provide a high quality of education.
- The birth rate was falling nationally, while a bulge of pupils were passing through the secondary system.
- Engagement was taking place with secondary schools; there were opportunities to use surplus space for Additional Resourced Provisions, or satellites for special schools.
- The service was exploring how the school estate could be used to the greatest effect and seeking creative solutions to the issue of surplus places.

The Panel asked for reassurance that the Council had planned for any further significant drops in birth rate. Jo-Anne Sanders informed the Panel that the Council met its statutory duty to provide sufficient school places by using detailed information on birth rates from the NHS, tracking patterns of pupil movement and taking into account factors that impacted on demand such as house building, to ensure the right number of places were available. Schools had the opportunity to join together by federating, and to look at different ways to be as effective and efficient as possible; all avenues would be explored with stakeholders before closures would be considered.

In answer to a question about potential timescales where schools may change their PAN significantly, Martin Wilby advised the Panel that the significant change procedure outlined in the admission code would be followed, which specified a window between October and January for consultation to take place for planned changes for the September the following year, effectively giving an 18-24 month lead time before changes would take effect.

Children's Scrutiny Panel - 28 April 2025

In answer to a question from the Panel about the opportunities around Alternative Resource Provisions (ARPs) and satellite provision for specialist schools, Jo-Anne Sanders advised that Stuart Horn was leading on the publication of a document around specialist places, and that cluster working would provide additional insight into demand for places. Jo-Anne Sanders suggested that this document could be brought to a future scrutiny meeting. The Panel were informed that further ARPS needed to be established, closer to where children lived to improve opportunities for relationships to be built and to reduce travel time for children. Jo-Anne Sanders advised that discussions were underway with some schools regarding new ARPs which provided the opportunity for more inclusive practice and that schools were invited to come forward to discuss possibilities. Kirklees schools had developed good examples of best practice, and the DfE were working with the service while developing their policy on ARPs.

The Panel asked a question about decision making on school closures. Martin Wilby informed the Panel that where schools were under council control, the council made the decision, and it would follow the significant change procedure outlined previously. A non-statutory consultation was always carried out by Kirklees where a controversial change was proposed, followed by statutory consultation as outlined in the Admissions Code. Academies would follow a similar process, also following the Admissions Code, and the decision would ultimately be made by the regional director at the DfE.

RESOLVED:

- 1) That the officers be thanked for their contributions.
- 2) That the suggestions made by the Panel be taken into account by officers in taking this work forward.

9 Pre-decision scrutiny - Cabinet decisions on the horizon

No items of pre-decision scrutiny on Cabinet decisions were discussed.

10 Feedback from Panel Members on issues considered by Kirklees Parenting Board

The Panel noted that there had been no meetings of the Kirklees Parenting Board since the last meeting of the Panel in March 2025.

11 Work Programme and Agenda Plan for 2024/25

The Panel noted the end of the Work Programme for 2024/25 and that the scrutiny visits scheduled during May, June and July 2025 would lead into the Work Programme for the next municipal year 2025/26. The Panel noted that the Children's Scrutiny Panel workshop to plan the 2025/26 Work Programme was scheduled to take place on the 13th June 2025.

RESOLVED:

That the progress on the Work Programme and Agenda Plan for 2024/25 be noted.

KIRKLEES COUNCIL			
COUNCIL/CABINET/COMMITTEE MEETINGS ETC			
DECLARATION OF INTERESTS			
Childrens Scrutiny Panel			
Name of Councillor			
Item in which you have an interest	Type of interest (eg a disclosable pecuniary interest or an "Other Interest")	Does the nature of the interest require you to withdraw from the meeting while the item in which you have an interest is under consideration? [Y/N]	Brief description of your interest

Signed: Dated:

NOTES

Disclosable Pecuniary Interests

If you have any of the following pecuniary interests, they are your disclosable pecuniary interests under the new national rules. Any reference to spouse or civil partner includes any person with whom you are living as husband or wife, or as if they were your civil partner.

Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner, undertakes.

Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses.

Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority -

- under which goods or services are to be provided or works are to be executed; and
- which has not been fully discharged.

Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.

Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.

Any tenancy where (to your knowledge) - the landlord is your council or authority; and the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.

Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -

- (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
- (b) either -

the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or

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 you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.



REPORT TITLE: Kirklees SEND Sufficiency for Kirklees 2025-2028

Meeting:	Children’s Scrutiny Panel
Date:	29/08/2025
Cabinet Member (if applicable)	Cllr Viv Kendrick Cllr Jane Rylah
Key Decision Eligible for Call In	No No, the strategy is being provided for information only
<p>Purpose of Report For information only. This paper is being provided to Children’s Scrutiny Panel to provide assurance of the work being undertaken to ensure sufficiency of provision for children with special educational needs and disabilities (SEND) in Kirklees.</p>	
<p>Recommendations The Children’s Scrutiny Panel is asked to support the aims and objectives described in the attached SEND Sufficiency Strategy for Kirklees 2025-2028.</p> <p>Reasons for Recommendations The SEND Sufficiency Strategy for Kirklees 2025-2028 fulfils our duty to describe the current provision for SEND and identifies the areas for strategic development.</p> <p>The recommendations provided in the SEND Sufficiency Strategy for Kirklees 2025-2028 supports the outcomes described in the Joint Health and Wellbeing Strategy (JHWS), supporting the best start outcome and inequalities and inclusion priority.</p>	
<p>Resource Implications: Securing additional places may require capital investment to implement some of the recommendations in the SEND Sufficiency Strategy for Kirklees 2025-2028. Should this be the case, a process would be required as part of the Capital Plan process.</p> <p>Investing in our local SEND provision could reduce costs to the High Needs Block of the Dedicated Schools Grant (DSG).</p>	
Date signed off by <u>Executive Director</u> & name	Tom Brailsford - Executive Director Children and Families on 12 th August 2025
Is it also signed off by the Service Director for Finance? N/A	N/A
Is it also signed off by the Service Director for Legal Governance and Commissioning (Monitoring Officer)?	N/A

Electoral wards affected: The strategy applies to the whole of Kirklees.

Ward councillors consulted: N/A

Public or private: Public

Has GDPR been considered? No person identifiable information is included in the SEND Sufficiency Strategy for Kirklees 2025-2028.

1. Executive Summary

All local authorities have a legal duty to understand local needs and demands in terms of children and young people with Special Educational Needs and Disabilities (SEND).

This strategy is to help us to make sure we have the enough of the right type of learning places in Kirklees so that all children and young people can learn and thrive. It shows that we understand the needs of the local population and how those needs are changing into the future. This strategy and the data in Appendix 1 demonstrates that understanding. The strategy sets out the amount of the different types of learning provision we have currently and what we need to develop more of, as well as what we might need less of in the future.

2. Information required to take a decision

The Children's Scrutiny Panel is asked to support the aims and objectives described in the SEND Sufficiency Strategy for Kirklees 2025-2028.

The strategy looks at our longer-term intentions, as well as our more immediate needs for provision. It tells us where we need to invest more money in creating new places or provisions. This may include working with Alternative Provision, building new schools and/or adapting existing schools for a different purpose. It helps us to explain to providers (e.g. schools and health services) where we need to make changes to current provision to meet current and future need. It will help us to make sure we plan in advance and that our provision is sustainable and that we get the best value for money.

This strategy sits alongside;

- **Our Kirklees Futures** which describes our overall strategy for learning in Kirklees
- **SEND - The Big Plan and The Big Plan 2** which describes our approach to transforming our SEND system
- **Kirklees SEND Joint Commissioning Strategy** which describes how the different partners work together in Kirklees to plan and deliver services
- **Securing High Quality Learning Places** which details the forecast demand and analysis of cohorts in our whole school system

3. Implications for the Council

3.1.1 Council Plan

The SEND Sufficiency Strategy for Kirklees 2025-2028 contributes to the Council's shared outcomes.

The recommendations outlined in the SEND Sufficiency Strategy for Kirklees supports the outcomes described in the Joint, Health & Wellbeing Strategy (JHWS), supporting the best start outcome and inequalities and inclusion priority.

3.2 **Financial Implications**

Support for children and young people with SEND represents significant finance and resource pressures for Kirklees council. This strategy helps to guide our SEND Transformation Programme to improve value for money and efficiency of services.

3.3 **Legal Implications**

N/A

3.4 **Climate Change and Air Quality**

The strategy support children and young people being educated locally in Kirklees/closer to their home, reducing the need for travel outside of the borough. This will have a positive impact on climate change and air quality.

3.5 **Other (eg Risk, Integrated Impact Assessment or Human Resources)**

N/A

4. **Consultation**

Partners and stakeholders were consulted in the drafting of the strategy via the SEND Transformation & Commissioning Group.

5. **Engagement**

We have engaged with Schools and Educational settings via the Schools Forum and the Education, Learning and Partnership Board (ELPB).

6. **Options**

N/A

6.1 **Options considered**

N/A

7. **Next steps and timelines**

Continue to implement the recommendations contained within the strategy.

The strategy will be updated on an annual basis to include new data, as it becomes available. A SEND Sufficiency Review Group has been established which will meet regularly throughout the year to review and update the strategy.

8. **Contact officer**

Stewart Horn

Head of Children's Integrated Commissioning

Children & Families

Stewart.horn@kirklees.gov.uk

9. **Background Papers and History of Decisions**

Flightpath has included:

- SEND Transformation Programme Board

- Children's Senior Leadership Team
- Children's Portfolio Holders
- Education and Learning Partnership Board
- Ambition Board (note, due to meeting being cancelled, members of the Ambition Board had a copy of the strategy distributed to them via email).
- Health and Wellbeing Board

10. Appendices

SEND Sufficiency Data and Strategy for Kirklees 2025-2028

11. Service Director responsible

Jo-Anne Sanders, Service Director – Learning and Early Support, Children and Families
Jo-Anne.sanders@kirklees.gov.uk

Appendix one – Kirklees SEND Sufficiency Data

February 2025

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Summary of numbers of EHCP and SEND cohorts

This document provides the data and sources used to develop our SEND Sufficiency Strategy for Kirklees 2025-2028.

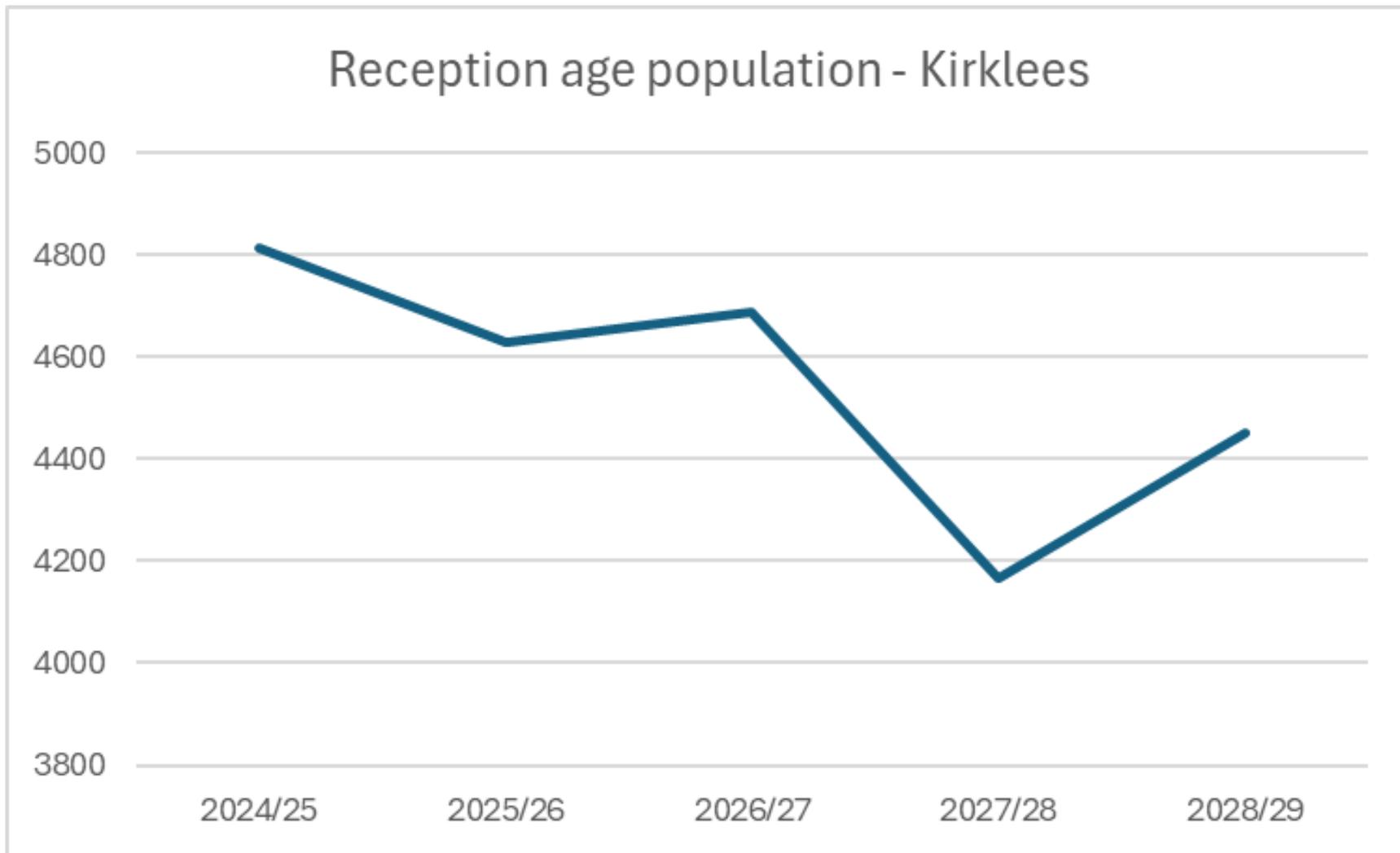
This document will be updated annually based on the SEN2 return (position at 31st December) with the DfE analysis being published by approximately June. To have some additional currency, interim SEN2 figures are provided where available and non-EHCP figures are derived from the most recent school census. Further detail on mainstream school population and provision is described in our [School Place Planning 2023-2026 document](#).

Headlines

433,216	134,113	65,901	4,125	2,840	9,177	18.2%	931
<ul style="list-style-type: none"> Overall population of Kirklees (ONS census 2012) 	<ul style="list-style-type: none"> 0-25 years population of Kirklees (ONS census 2012) 	<ul style="list-style-type: none"> School age population in Kirklees School census Oct 2024 	<ul style="list-style-type: none"> Total EHCPs 0-25 years (SEN2 2024) 	<ul style="list-style-type: none"> School age pupils with an EHCP (SEN2 2024) 	<ul style="list-style-type: none"> School age pupils with SEN support 	<ul style="list-style-type: none"> Percentage of school age pupils with SEN 	<ul style="list-style-type: none"> New EHCP assessment requests (Feb 2024 to Jan 2025)

In Kirklees the population trend for Reception age children has been declining since a peak in 2015/16. Accordingly, the same primary phase peak has transferred into a Year 9 peak in 2024/25. The number of Reception age children is projected to continue to decline, following a reduction of 9.1% between 2021/22 and 2024/25. 0300 3045182

Factors which might suppress the expected decline such as house building and future migration are not considered but may need to be adjusted at a later stage.



Establishment type

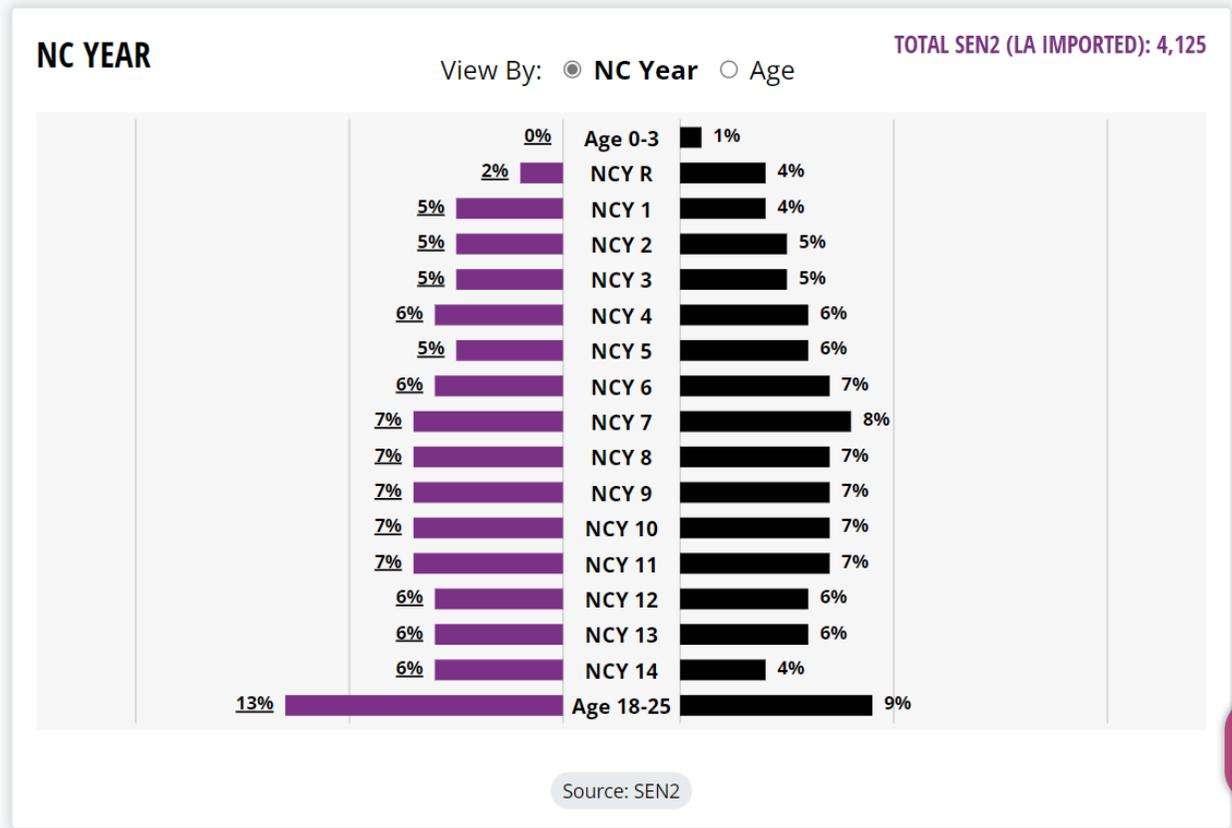
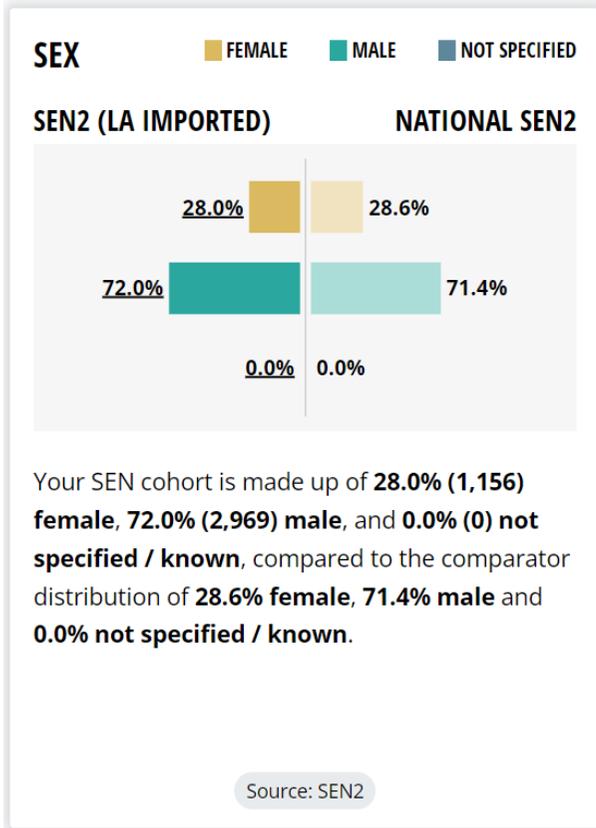
Type	% of All Age EHCP pupils (SEN2 2024)	% of Statutory school age EHCP pupils (SEN2 2024)
AP/PRU	2.0	2.4
Educated elsewhere	1.1	1.4
Further education	20.1	0
Mainstream	44.6	62.8
NEET (Not in Education, Employment or Training)	4.7	1.1
NEET – Other	0.1	0.0
Non-maintained early years	0.2	0.3
Other	1.4	0.2
Special Schools	25.7	31.6

SEND Support cannot be reported in this way as all school census returns are from state funded schools and only those schools can make a pupil SEND Support.

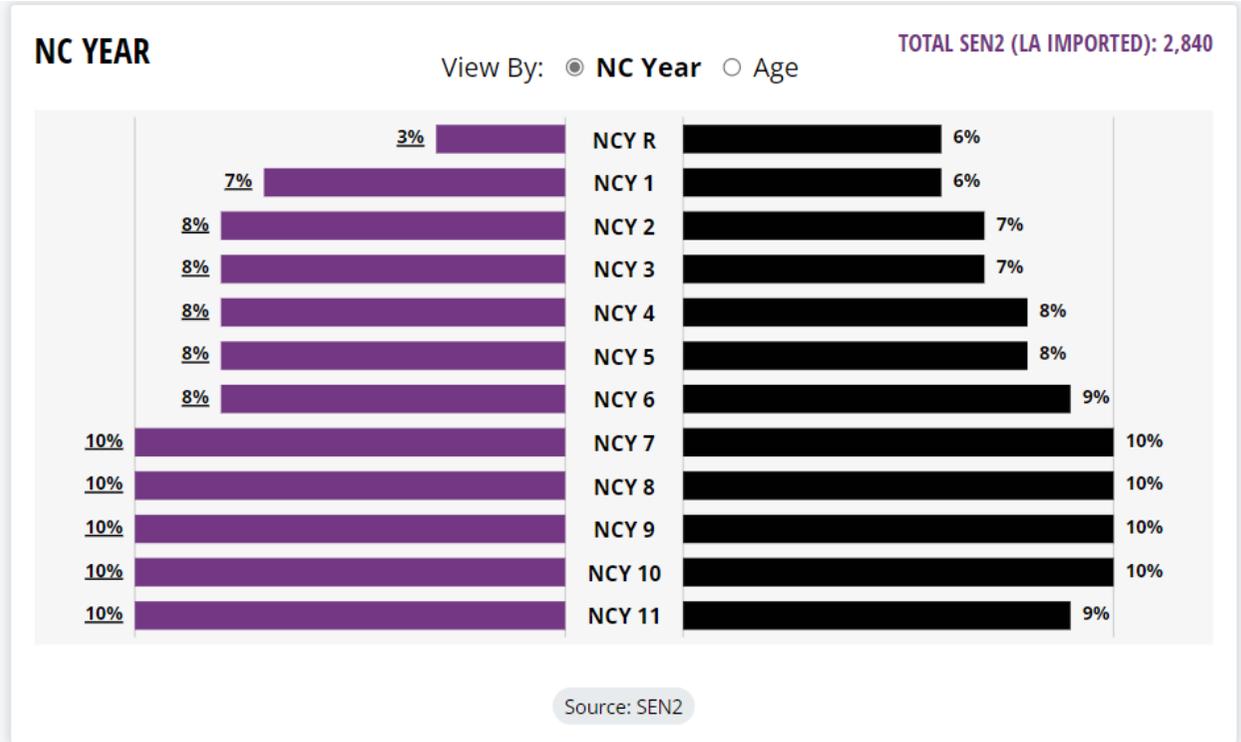
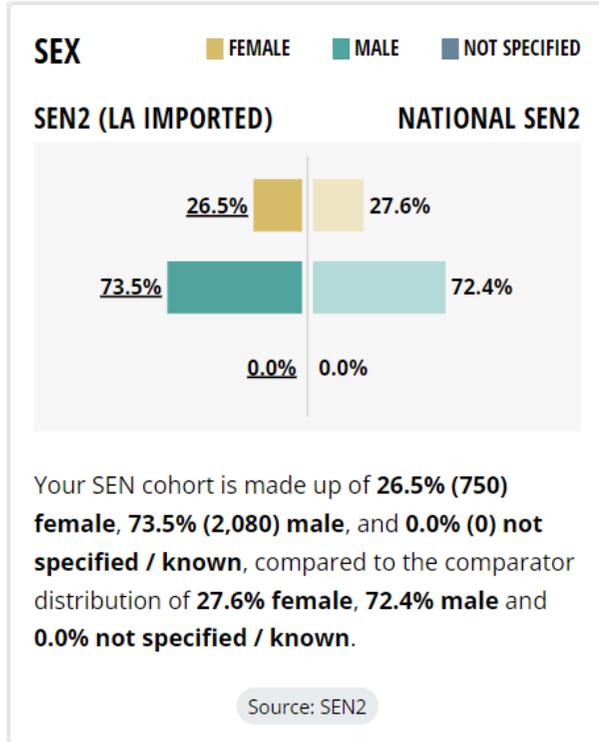
SENDIF (Special Educational Needs and Disabilities Inclusion Fund) and My Support Plan

Measure	Total	Female	Male
Number of pupils in receipt of SENDIF	515	156	359
Number of pupils with a My Support Plan	515	156	359
Number in PVI	397	-	-
Number in school nursery	118	-	-

All age EHCPs - age and gender breakdown (2024 SEN2)



Statutory school age EHCP - age and gender breakdown (2024 SEN2)



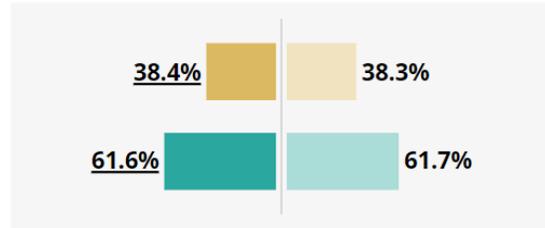
School age SEN Support - age and gender breakdown (October 2024)

SEX

FEMALE MALE

LA COHORT

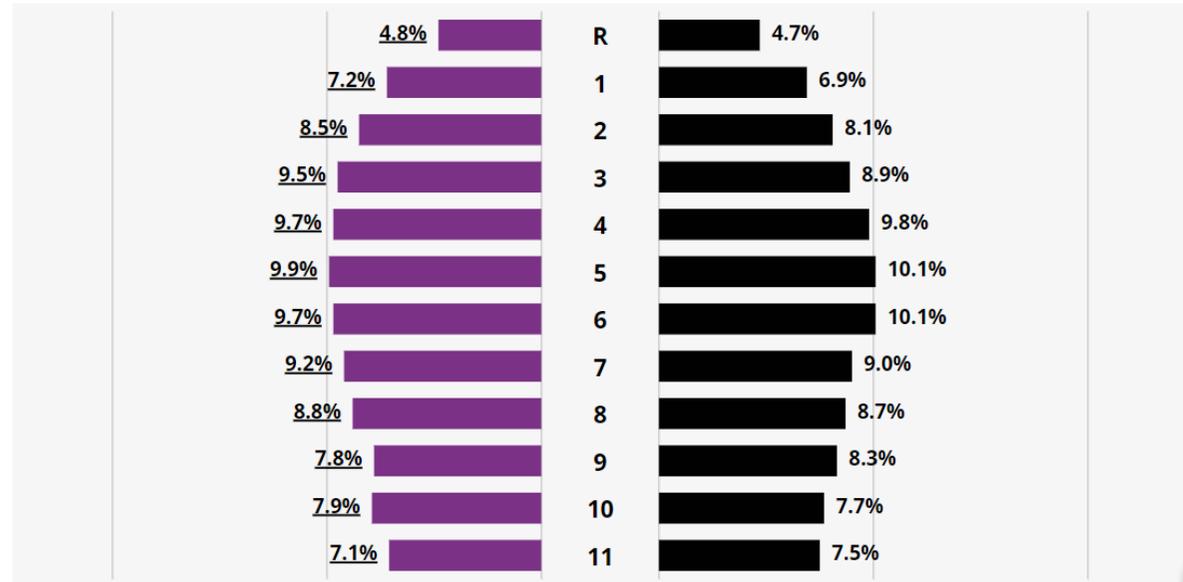
NCER NATIONAL



Your LA cohort is made up of **38.4% (3,523) female** and **61.6% (5,654) male**, compared to the national distribution of **38.3% female** and **61.7% male**.

NC YEAR

TOTAL LA COHORT: 9,177



Pupils in all schools, by type of SEN provision - including independent schools and general hospital schools - 2016 to 2024' in England, Kirklees and Yorkshire and The Humber between 2015/16 and 2023/24 (Source DFE website Feb 25)

Plans	Area	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
HC plans	England	236,806	242,184	253,679	271,165	294,758	325,618	355,566	389,171	434,354
HC plans	Yorkshire and The Humber	19,823	20,661	22,031	23,919	25,904	28,501	31,104	33,863	38,164
HC plans	Kirklees	1,780	1,794	1,831	1,983	2,091	2,291	2,480	2,549	2,794
EHC plans (percent)	England	2.8	2.8	2.9	3.1	3.3	3.7	4.0	4.3	4.8
EHC plans (percent)	Yorkshire and The Humber	2.3	2.4	2.6	2.8	3.0	3.3	3.5	3.8	4.3
EHC plans (percent)	Kirklees	2.6	2.6	2.6	2.9	3.0	3.3	3.6	3.7	4.1
SEN support/SEN without an EHC plan	England	991,981	1,002,069	1,022,537	1,047,163	1,079,000	1,083,083	1,129,843	1,183,384	1,238,851
SEN support/SEN without an EHC plan	Yorkshire and The Humber	2.3	2.4	2.6	2.8	3.0	3.3	3.5	3.8	4.3
SEN support/SEN without an EHC plan	Kirklees	8.7	9.7	9.9	10.4	10.7	11.2	12.0	12.7	13.6
Headcount	England	8,559,540	8,669,080	8,735,098	8,819,289	8,890,345	8,911,887	9,000,031	9,073,832	9,092,073
Headcount	Yorkshire and The Humber	847,232	855,146	860,354	867,023	871,437	870,743	878,390	882,430	881,271
Headcount	Kirklees	68,395	69,068	69,344	69,509	69,600	69,219	69,437	69,200	68,796

(1) Includes state-funded nursery, primary, secondary and special schools, non-maintained special schools, state-funded alternative provision schools and independent schools

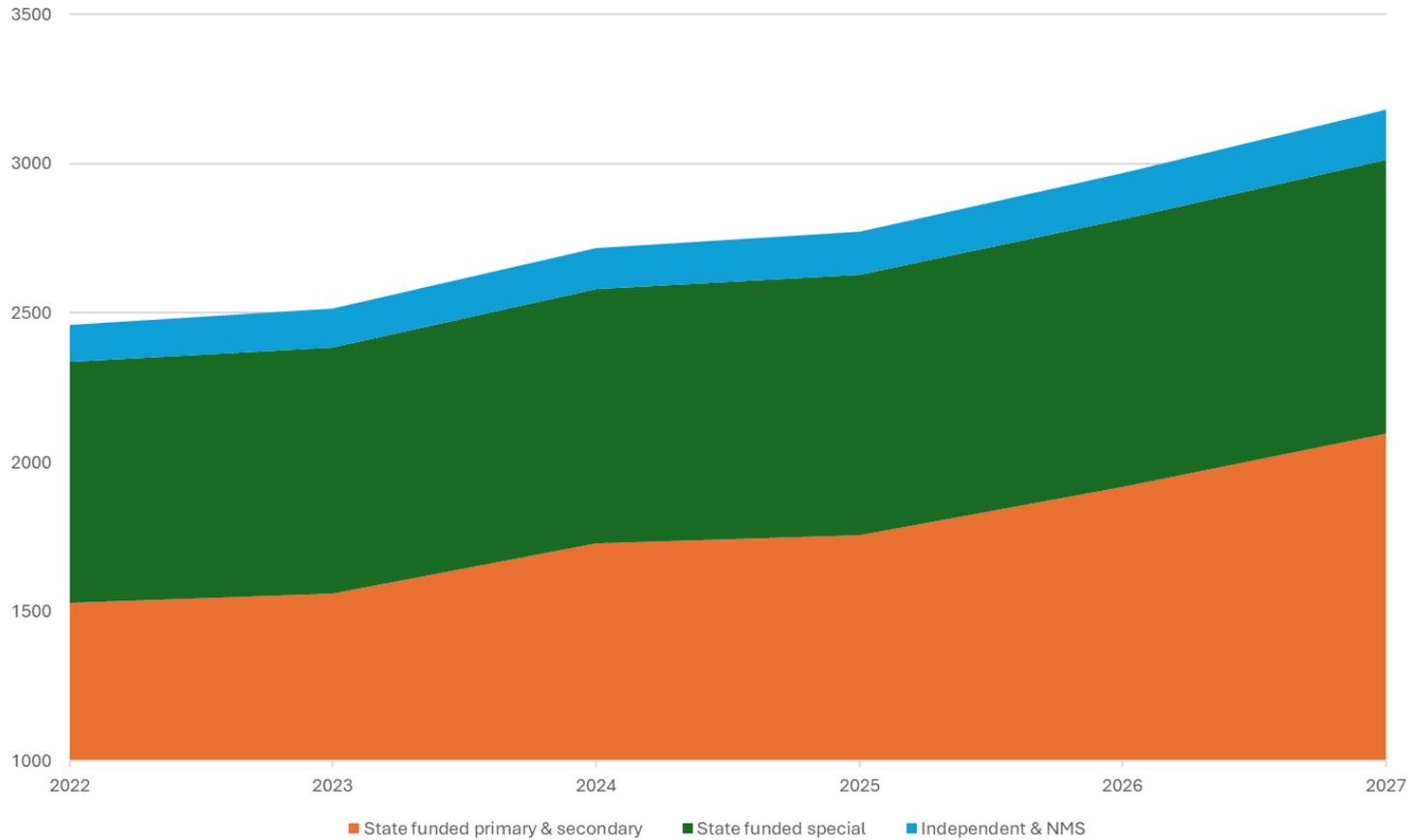
(2) Includes pupils with SEN support in state-funded schools and pupils with SEN without an EHC plan in independent schools

(3) EHC plans also includes statements of SEN. Statements were phased out from 2014 to 2018

The table above shows that the percentage of Children and Young People (CYP) with an EHCP or receiving SEN support is slightly below national and regional averages.

The table below shows the trajectory for the number of school age EHCPs if we do not put early interventions or similar in place.

School Age EHCP - simple projection with no changes



Years refer to SEN2 year (2024 is position at 1st January).

Projected growth in overall school age EHCP numbers based on data back to 2018.

Split of mainstream, special schools and independent/NMS based on historical patterns rolled forwards.

The projection below looks at SEN2 data back to 2018 in terms of growth of EHCP in the school age cohort and projects the Kirklees average annual increase forwards to 2027.

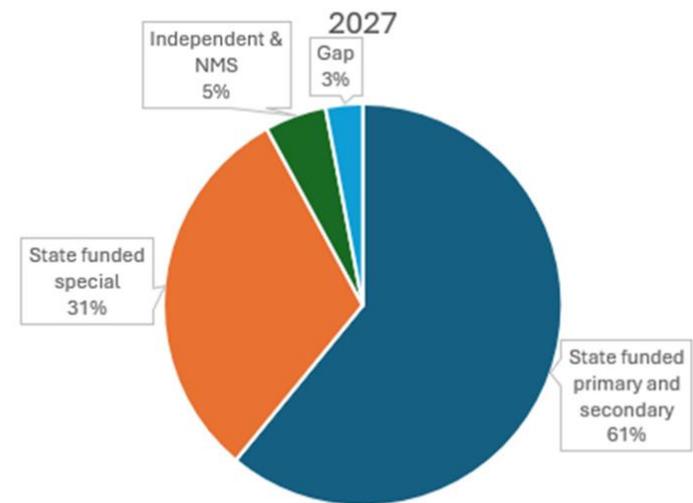
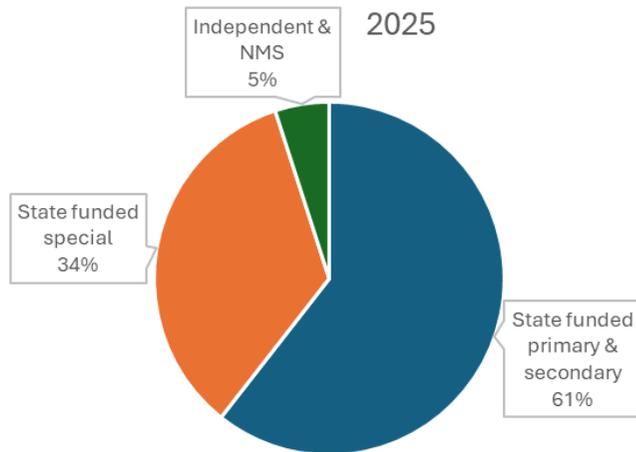
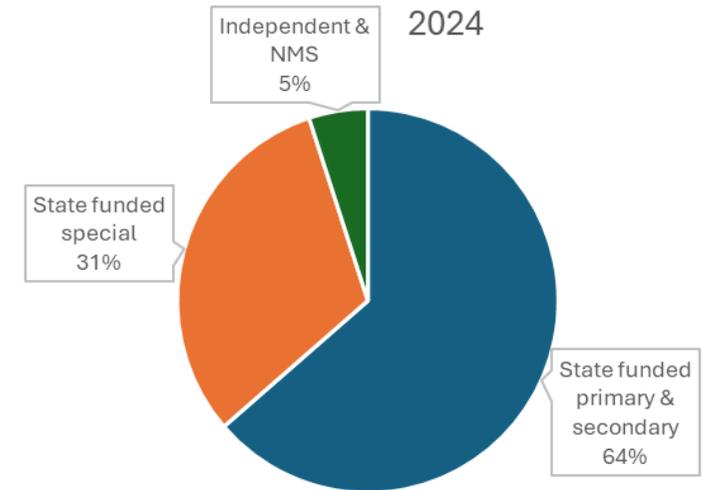
- It takes into account that in Kirklees growth in EHCP numbers are lower than national average.
- It uses the same source to show the proportions of pupils who are in state funded mainstream, state funded special and Independent/Non-Maintained Special schools (taken together).
- The data to the 2024 SEN2 (position at 1st January 2024) is projected forwards to show how the growth in each school type would be necessary to meet the need assuming we kept placing pupils in the same way as we have.
- It does not reflect limits on places and assumes that there can be continued absorption of the EHCP numbers that are anticipated.
- Growth in school age EHCP assumes that mainstream schools are able to accommodate an increase of approx. 500 pupils with EHCPs up to end of 2026.
- The figures include the planned growth in special school numbers resulting from projects already underway e.g. special school rebuilds, ARPs, etc.
- The Independent and Non-Maintained Special schools fill the gap at present and additional special places (so far) would not impact on the projected need for the existing Independent/NMS places and – in fact – would grow by a further 30 places if patterns of placements continued.

Proportions of school age EHCP by school type (projections)

2024 chart shows actual distribution as described in SEN2 (1st January 2024).

2025 chart shows a larger proportion of pupils in special schools (31% up to 34%) with a corresponding reduction in mainstream (Independent & Non-maintained schools (NMS) unchanged).

2027 chart shows that the ongoing increase in EHCP numbers – with no further increase in state funded special or independent school places allowed for at this time – would leave a 3% ‘gap’ in EHCP place numbers.

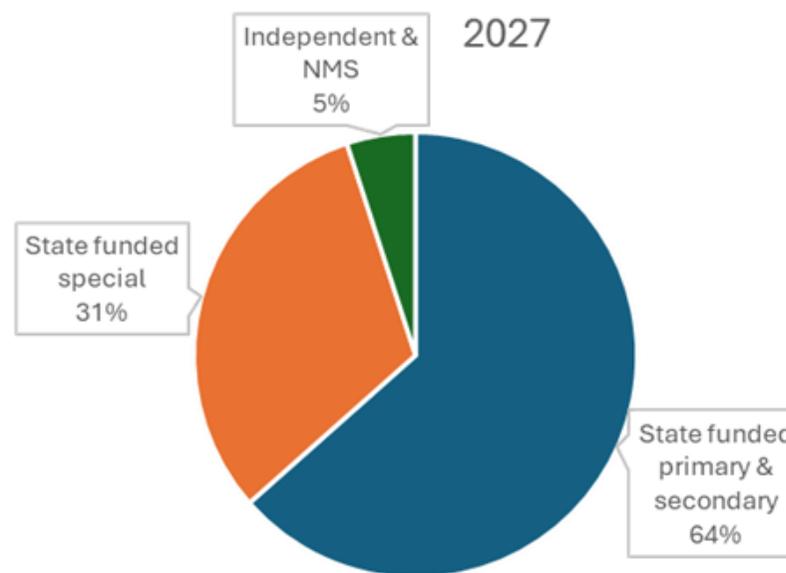


This diagram shows our intended distribution of EHCP learning places by 2027. It assumes that:

All planned State-Funded special school places are in place

Independent & Non-Maintained Special school places are capped at current levels as we are seeking to reduce these options over time

Therefore, we expect that our SEND Transformation programme will have created sufficiently inclusive environments within our state funded primary and secondary schools to be able to accommodate more pupils with EHCPs. This will see their proportion increase to 64% of EHCP pupils.



Number of children in Kirklees by type of need and type of SEN provision in 2023/24

(Source DFE website accessed Feb 25)

Type of need	EHC Plans	SEN Support
Autistic Spectrum Disorder	559	250
Hearing Impairment	42	192
Moderate Learning Difficulty	204	2,082
Multi- Sensory Impairment	19	41
Other Difficulty/Disability	67	419
Physical Disability	126	181
Profound & Multiple Learning Difficulty	178	17
SEN support but no specialist assessment of type of need	N/A	692
Severe Learning Difficulty	170	27
Social, Emotional and Mental Health	445	2,027
Specific Learning Difficulty	108	1,052
Speech, Language and Communications needs	718	2,178
Visual Impairment	54	122
Total	2,690	9,280

Number of children in Kirklees by type of need

(Source DFE website accessed Feb 25)

Need	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Autistic Spectrum Disorder	316	363	397	410	486	559
Hearing Impairment	58	52	53	45	43	42
Moderate Learning Difficulty	215	210	200	219	210	204
Multi- Sensory Impairment	11	10	17	22	22	19
Other Difficulty/Disability	58	57	53	65	66	67
Physical Disability	95	102	103	107	114	126
Profound & Multiple Learning Difficulty	141	139	149	165	175	178
Severe Learning Difficulty	183	180	183	187	173	170
Social, Emotional and Mental Health	335	368	410	401	396	445
Specific Learning Difficulty	72	79	88	95	103	108

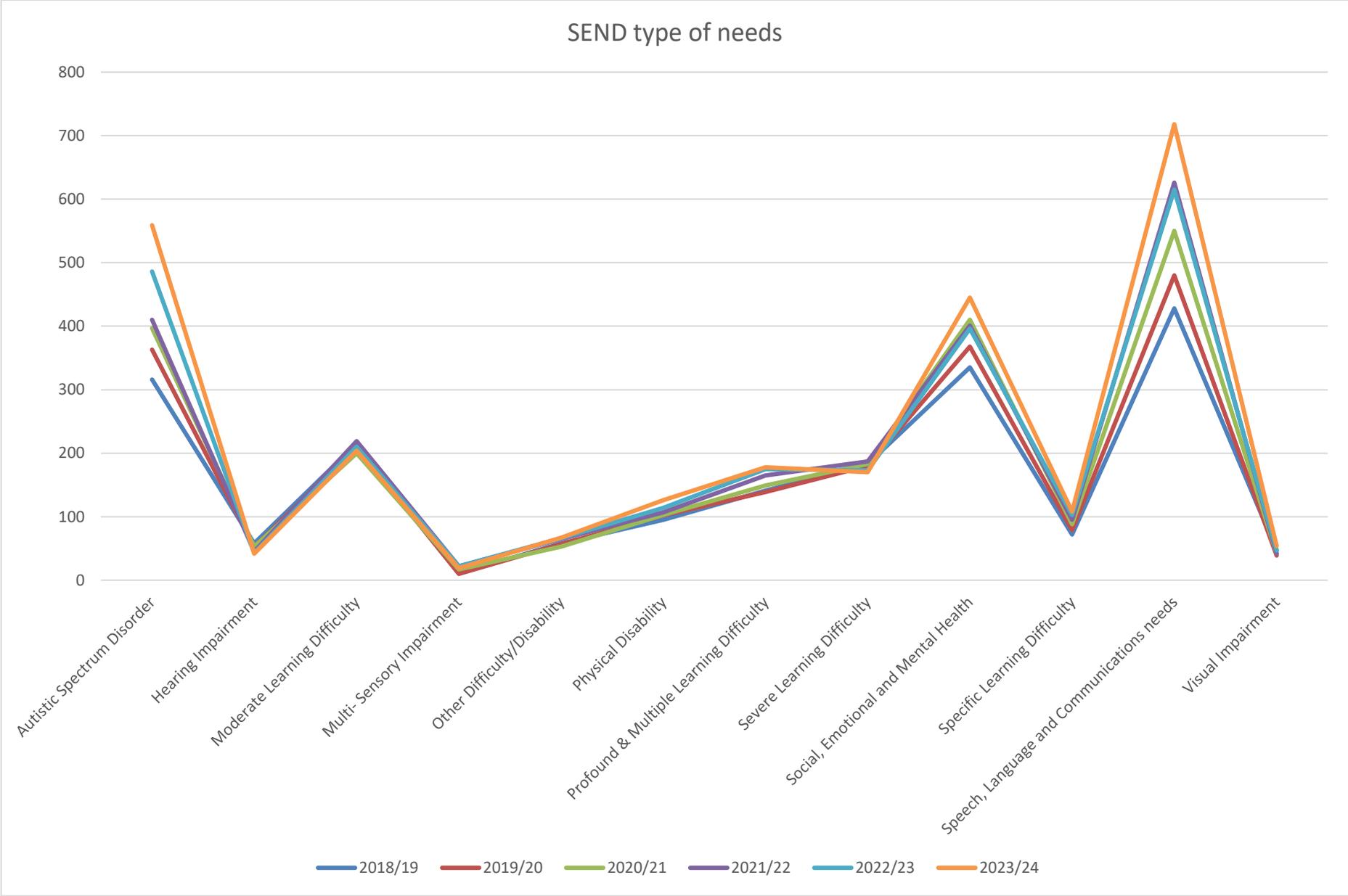
Need	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Speech, Language and Communications needs	428	480	550	626	615	718
Visual Impairment	47	39	42	42	47	54
Total	1,959	2,079	2,245	2,384	2,450	2,690

The chart above shows the pattern of growth in the different types of SEND needs in Kirklees.

When the same data is shown in graph form (below) it can be seen that the highest rates of growth are in:

- Speech, Language & Communication needs
- Autism Spectrum disorder
- Social Emotional & Mental Health

SEND type of needs



Number of Kirklees children in state funded Alternative Provision schools

Provision	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
EHC Plans	6	0	3	19	28	25	20	33	77
No SEN	4	1	5	3	6	6	3	1	0
SEN Support	6	12	15	19	19	11	15	14	8
Total	16	13	23	41	53	42	38	48	85

Pupil numbers in Kirklees

School Census Totals - Autumn 2024

Age Range	Nursery					3+ PT	4+ PT	4+ FT	5+	6+	7+	8+	9+	10+	11+	12+	13+	14+	15+	16+	17+	18+	19+	Total
	< 2 PT	2+ PT	3+ PT	4+ PT	FT																			
All-Through	0	0	0	0	0	0	0	25	28	30	30	29	30	29	160	159	160	158	158	0	0	0	0	996
Alternative Provision	0	0	0	0	0	0	0	0	1	1	2	4	9	11	13	10	16	21	24	0	0	0	0	112
Middle (Deemed Secondary)	0	0	0	0	0	0	0	0	0	0	0	0	0	357	364	368	1	0	0	0	0	0	0	1,090
Nursery	0	31	37	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	80
Primary	0	31	856	2	424	0	3	4,736	4,868	4,960	5,212	5,266	5,313	4,934	14	0	0	0	0	0	0	0	0	36,619
Secondary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4,789	4,891	5,227	5,084	5,048	568	569	24	0	26,200
Special	0	1	0	0	3	0	0	13	16	20	44	50	69	74	95	96	104	98	78	49	43	26	0	879
Total	0	63	893	2	439	0	3	4,774	4,913	5,011	5,288	5,349	5,421	5,405	5,435	5,524	5,508	5,361	5,308	617	612	50	0	65,976

Full-time nursery pupil ages: 1 less than two years, 30 two years, 406 three years, 2 four years, 0 five years.

Return showing arrangement of pupils on 03/10/2024. Classified according to age as at 31/08/2024

Produced by: Data & Insight Service

School Census January 2024

Special Schools Index of Multiple Deprivation (IMD) Category of Pupils

DfE Code	School Name	Unmatched	Worst 10 percent	Worst 10 to 20 percent	Worst 20 to 30 percent	Worst 30 to 40 percent	Worst 40 to 50 percent	Least deprived 50 to 60 percent	Least deprived 60 to 70 percent	Least deprived 70 to 80 percent	Least deprived 80 to 90 percent	Least deprived 90 to 100 percent	Total
7015	Castle Hill School	3	17	25	19	7	12	9	10	15	4	8	129
7011	Fairfield School	0	46	35	16	8	8	1	6	3	1	1	125
7013	Joseph Norton Academy	0	15	13	11	6	4	3	3	4	1	0	60
7005	Ravenshall School	0	54	65	34	12	9	8	11	9	3	4	209
7010	Southgate School	0	28	35	18	16	21	12	10	18	10	3	171
7001	Woodley School And College	0	27	45	29	9	8	4	8	13	11	4	158
	Total	3	187	218	127	58	62	37	48	62	30	20	852
	Percentage	0.4%	21.9%	25.6%	14.9%	6.8%	7.3%	4.3%	5.6%	7.3%	3.5%	2.3%	

IMD percentage rank category determined from pupil LSOA. Source: IMD 2019

Return showing arrangement of pupils on 18 January 2024.

Produced by: Data & Insight Service

School Census Autumn 2024						
Pupil Eligibility for Free School Meals - Special Schools						
DfE Code	School Name	Pupils Eligible for Free School Meals	Free School Meals Taken on Census Day	Full-Time Pupils on Roll	Percentage of Pupils Eligible for Free School Meals	Percentage of Free School Meals Taken
3827015	Castle Hill School (*)	47		130	36.2%	0.0%
3827011	Fairfield School	53		134	39.6%	0.0%
3827013	Joseph Norton Academy (*)	42		60	70.0%	0.0%
3827005	Ravenshall School	113		199	56.8%	0.0%
3827010	Southgate School	94		184	51.1%	0.0%
3827001	Woodley School And College	70		171	40.9%	0.0%
Total		419	0	878	47.7%	0.0%
Notes:						
Free school meals taken on census day is not recorded for Alternative Provision or Non-BuyBack academies (identified by (*) next to the school name in the summaries).						
Eligibility includes all pupils recorded as eligible for free school meals,including those not of compulsory school age and part time pupils						
Excludes dually registered pupils with subsidiary registration						
Return showing arrangement of pupils on 03/10/2024						
Produced by: Data and Insight Service.						

School Census Autumn 2024

Pupil Eligibility for Free School Meals - Alternative Provision

DfE Code	School Name	Pupils Eligible for Free School Meals	Full-Time Pupils on Roll	Percentage of Pupils Eligible for Free School Meals
3821102	Engage Academy	21	28	75.0%
3821101	Ethos College	26	45	57.8%
3821100	Reach Academy	25	39	64.1%
Total		72	112	64.3%

Notes:

Free school meals taken on census day is not recorded for Alternative Provision or Non-Buyback academies (identified by (*) next to the school's name in the summaries).

Eligibility includes all pupils recorded as eligible for free school meals, including those not of compulsory school age and part time pupils.

Excludes dually registered pupils with subsidiary registration.

Return showing arrangement of pupils on 03/10/2024.

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Special Educational Needs and Disabilities (SEND)

SEND The Big Plan

SEND Sufficiency Strategy for Kirklees (Enough of the right stuff)



2025-2028

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SEND Sufficiency Strategy for Kirklees 2025-2028

What this plan covers

This plan is to help us to make sure we have the enough of the right type of learning places in Kirklees so that all children and young people can learn and thrive. It will show that we understand the needs of the local population and how those needs are changing. All local authorities have a legal duty to understand local needs and demands in terms of children and young people with Special Educational Needs and Disabilities (SEND). This plan and the data in the appendix will demonstrate that understanding.

The plan will set out the amounts of the different types of learning provision we have currently and what we need to develop more of, as well as what we might need less of in the future.

In Kirklees we call this 'enough of the right stuff'.

This plan sits alongside other strategies and plans:

- [Our Kirklees Futures](#) which describes our overall strategy for learning in Kirklees
- [SEND - The Big Plan!](#) Which describes our approach to transforming our SEND system
- Kirklees SEND Joint Commissioning Strategy which describes how the different partners work together in Kirklees to plan and deliver services
- [Securing High Quality Learning Places](#) which details the number of places in our whole school system

The plan will look at our longer-term intentions, as well as our more immediate needs for provision.

It will tell us where we need to invest more money in creating new places or provisions. This might include working with the independent education sector, building new schools or adapting existing schools for a different purpose.

It will help us to explain to providers (e.g. schools and health services) where we need to make changes to current provision to meet future needs.

It will help us to make sure our provision is sustainable and that we get the best value for money.

Where the data comes from

This plan has been created using a number of data sources. The aim is for the data to be accurate, consistent, and comparable with national data. For this reason, we have used the annual SEN2 extraction point (January 2023). All local authorities are required to make an annual return to the Department for Education (DfE) with information about our special

educational needs population and this is called the SEN2 return. It is completed in January every year.

We have also used data from the school census, which is carried out in the spring and autumn each year.

To inform our projections, in addition to this annual data set we have used intelligence from a number of other sources. This includes:

- population data and trends from the national census
- our recent Education, Health & Care plans (EHCPs)
- annual reviews of existing EHCPs
- SEN Support and My Support Plan documents
- information from schools and other learning establishments
- conversations with families
- complaints or tribunals

which have been produced and the subsequent decision-making processes.

We will hold termly discussions so that we continue to take this into account and adjust our plans accordingly.

We will update this document annually when new data becomes available.

The Kirklees approach to planning school places

Planning learning places is a complex process. It depends on numerous variables, many of which are difficult to predict over the given period of time. Therefore, it cannot be an exact science because it pulls together the effects of these changing variables. Variables include fluctuations and underlying trends in child population demographics, changes in housing developments, the migration of families between and within local authority areas, local geography, and the exercising of parental preference for schools in Kirklees and in neighbouring local authorities. The context for planning for future school places is set out, including the limited availability of capital funding, alongside the different opportunities and associated processes. This poses the challenge of finding creative, cost effective and value for money solutions that provide the sufficient numbers of high-quality learning places required, where they are needed and when they are needed, so that children and young people can access schools locally. The introduction of new places in the wrong place or at the wrong time can create sustainability challenges for existing schools, already under increasing financial pressures.

Our [Securing Sufficient High Quality Learning and Childcare Places](#) document looks at current child population, as measured by NHS GP registration data, to describe the size and distribution of the potential child population. This baseline information is used to determine the likely need for learning places in the future. Like most other local authorities, Kirklees has seen a significant change in the size of the school age population in recent years. There has been an increase of almost 20% since 2000, from approximately 5,000 per age cohort to around 6,000 in 2015/16. However, since this time, the size of Reception cohorts has been declining. Evidence suggests that this trend will continue towards 2025/26 before a slight increase in 2026/27 in North Kirklees only. It is not possible to tell at this stage whether this increase will be short-lived or more sustained, however, there is some evidence to suggest that beyond this time the population will start to stabilise, though caution is required as the children referred to here have not been born yet. Apart from a small increase in Batley East, there are no areas of Kirklees showing a growth in the size of Reception cohorts and some areas are showing a more rapid decline than others. The population growth previously experienced in the primary phase has now moved into the secondary phase, peaking in 2022/23 with demand for places remaining high in 2023/24, although below this Kirklees-level headline there was a small reduction in demand in the North, offset by increased demand in the South. However, a decline in demand for secondary places across the authority is expected in 2024/25 and beyond, with the only possible exception being where there will be significant housing development.

Both housing development and the impact of inward migration (from other parts of the country and those new to the country) are important considerations affecting the need for places. These factors are harder to predict but cannot be ignored when assessing the requirement for places.

The variation in localised child populations means that in some places, such as some of the more rural areas of Kirklees, there may be an increasing number of school places that are either unfilled or attract preferences from outside the area (an important factor when assessing basic need). This may also be the case where new schools have been introduced.

Our inclusive ambitions

In Kirklees we have high aspirations for our children and young people. We have developed a set of 'inclusive ambitions' as part of our SEND Transformation Programme which describe our approach to developing a high performing, inclusive education system. These ambitions are set out below, along with how they apply to SEND sufficiency.

Children have the best start in life and achieve their potential

We want all children and young people in Kirklees to receive appropriate high-quality education so that they can fulfil their potential and maximise their future opportunities.

Children and families are supported at the earliest opportunity

We will ensure that support is targeted towards early years so that needs are identified and support put in place.

Our young people are educated in Kirklees

Our ambition is that Kirklees CYP will be educated within the Kirklees area in state funded provision.

Our young people have a consistent and inclusive offer

We support an inclusive approach in schools and want the majority of our children and young people with SEND to be educated in inclusive mainstream provisions.

Educational outcomes and whatever our young people are interested in - we want them to excel

We will ensure that we have a range of provisions available that will inspire young people to achieve. This might include vocational, outdoor learning or similar.

Where are our children and young people currently being educated?

Establishment Type	% of All Age EHCP (SEN2 2024)	% of Statutory school age EHCP (SEN2 2024)
Alternative provision	2.0	2.4
Educated elsewhere	1.1	1.4
Further education	20.1	0
Mainstream	44.6	62.8
NEET (Not in Education, Employment or Training)	4.7	1.1
NEET - Other	0.1	0.0
Non-maintained early years	0.2	0.3
Other	1.4	0.2
Special schools	25.7	31.6

The table above shows that in line with our inclusive ambitions, the majority of children with SEND in Kirklees are supported to learn in a mainstream school.

To support this, we have developed a number of Additionally Resourced Provisions (ARPs) within mainstream schools and many schools have developed their own nurture bases or similar to help children to thrive.

We have commissioned a range of Alternative Provisions (AP) which schools can access through our Inclusion Multi-Agency Panel (IMAP) process to provide additional support to children where it is needed. Alternative Provision is described in further detail below.

We have seen an increasing number of children who are electively home educated in the last 5-years.

To address the number of older young people who are not in education, employment or training we are increasing the number of opportunities for our learners post-16. Options will cover a range of education, employment and training opportunities.

Current provision for children and young people with Special Educational Needs (SEN) in Kirklees

We already have some very effective learning provision in place for children and young people in Kirklees, with a skilled and committed workforce across the partnership. This section will describe the range of options currently available.

Inclusive mainstream schools and colleges

We support all of our learning establishments to provide an inclusive learning environment so that as many children and young people with additional needs as possible can learn alongside their peers. This ensures that they can attend local schools and make friends within their local community, that they have positive emotional health, strong social connections and make good progress with learning. Investing in our learners and their families at the earliest opportunity will support us to help them achieve their best possible outcomes.

We have developed a range of toolkits to support schools to implement the 'graduated approach' which enable teachers to identify children and young people who need something additional or different to their peers to make progress. The toolkits help school staff identify the provision that can be put in place to meet the needs of such children and young people and to monitor the impact of that provision. Additional support is provided by our Specialist SEND Outreach and Educational Psychology teams who provide training, advice, guidance and strategies to assist schools and colleges. Many of our schools have developed their own 'nurture bases' as a dedicated resource within the school.

We have worked closely with our mainstream schools to develop a 'cluster' approach to meeting needs at an earlier stage which involves schools being grouped together in clusters based on location. Cluster schools work together to share resources, expertise and good practice which enables children and young people to get the support that they need more quickly. Each cluster is supported by a team of professionals for example from Early Support and Educational Psychology who provide advice, guidance and training to support with meeting the needs of children with SEND.

Additionally Resourced Provision in mainstream schools

Additionally Resourced Provision (ARP) is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). ARPs receive additional funding, which means they can offer additional support and resources for the pupils who attend the provision offering:

- Teaching and support staff with additional knowledge, skills, expertise and allocated time in a particular area of SEND

- Specialist environments which support the learning, behaviour and social and emotional needs of each pupil
- Systems to identify, plan for and track small-step progress to inform next steps
- Lessons in mainstream classes, but with additional specialist resources and teaching
- Additional Educational Psychologist and specialist health input as necessary
- Accommodation and environment that is adapted to meet need

Each ARP specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person (as described in the table below). The ARP is an integral part of the school, with pupils sharing spaces and interactions.

Admissions to the ARPs is through the statutory EHCP process. Children and young people must have an EHCP to access an ARP place and requests for a place are made through the annual review process. Schools will have sought additional specialist advice and have documented evidenced use of the graduated approach in the review paperwork. If this indicates that provision is now required which is over and above what can be provided in the mainstream school, an ARP may be considered. Requests are then considered in the SEND Decision-Making Groups.

Additionally Resourced Provision in mainstream schools

Strand	Primary	Secondary
Hearing Impairment	Lowerhouses CE (VC) JI & EY School - 14 Places	Newsome Academy - 14 Places
Visual Impairment	Dalton School - 14 Places	Moor End Academy - 14 Places
Physical Impairment	N/A	Newsome Academy - 14 Places
Complex Communication and Interaction Needs	Windmill Church of England Primary School (Communication & Interaction) - 6 Places Netherhall St. James (CE) VC I&N School- 12 Places Netherhall Learning Campus Junior School - 12 Places	Royds Hall Community School (SLCN) 24 Places Netherhall Learning Campus High School - 20 Places Honley High School - 20 Places Thornhill Community Academy - 20 Places
Cognition and Learning	Old Bank Academy - 16 Places	N/A
Social, Emotional and Mental Health Needs	Beaumont Primary Academy - 6 Places Carlinghow Academy – 12 Places	N/A

Alternative Provision

Alternative provision is education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period suspension; and pupils being directed by schools to off-site provision to improve their behaviour.

Alternative provision can take many different forms, depending on the individual needs of the child. It is important the school or local authority service, commissioning the provision, is clear on whether the provision is a registered school with a DfE number, or an unregistered setting as this will have considerations regarding how many hours a pupil can access the provision.

In all cases, the provision should be both efficient in its delivery of education and suitable to the child's age, ability, and aptitude; and to any special educational needs they may have.

Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- good academic attainment on par with mainstream schools, particularly in English
- mathematics, and science (including IT), with appropriate accreditation and qualifications
- the specific personal, social, and academic needs of pupils are properly identified and met to help them to overcome any barriers to attainment
- improved pupil motivation and self-confidence, attendance, and engagement with education; and
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment

Alternative provision should be good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience, and safeguarding checks. It should have clearly defined objectives relating to personal and academic attainment. Where an intervention is part-time or temporary, to help minimise disruption to a pupil's education, it should complement and keep up with the pupil's current curriculum, timetable, and qualification route.

In Kirklees we have commissioned a range of alternative provision from relevant providers as part of a framework contract. This is described in more detail on our [Local Offer website](#). The offer includes medical provision, outdoor learning and online learning provision, as well as assessment places. Admissions into the alternative provision will be through the Kirklees Inclusion Multi-Agency Panel (IMAP). The IMAP includes representation from the EHCP team, Educational Psychology, Designated Clinical Officer, Designated Social Care Officer, School Head Teachers/Special Educational Needs & Disabilities Co-ordinators, and other multi agency professionals.

Special schools

In Kirklees we have six special schools which provide the specialisms shown in the table below. Some special school places are commissioned from other Local Authorities or independent providers to meet specific pupil needs.

Special school planned places for the 2025-2026 academic year

Specialism	School	Places	Total places
Complex Communication and Interaction Difficulties (including Autism)	Woodley School & College	180 places (approval to gradually increase to 194 places in the lead up to completion of a new school building)	180 places
Social Emotional and Mental Health Difficulties (age 7 - 16)	Joseph Norton Academy	80 places (approval to gradually increase to 132 places in the lead up to completion of a new school building)	80 places
Complex needs (age 5 - 19)	Southgate School	184 places	394 places
Complex needs (age 5 - 19)	Ravenshall School	210 places	
Profound and Multiple Learning Difficulties (age 3 - 19)	Fairfield School Castle Hill School	124 places 124 places	248 places
TOTAL	-	-	902 places

We are in the process of rebuilding two of our special schools. This will give us modern, state of the art facilities which will not only increase our capacity but will provide high quality, accessible learning environments.

Our SEMH special school, Joseph Norton Academy will relocate to a new site in the centre of Kirklees. Capacity will increase to 132 places. The age range will be expanded to include KS1 and KS2 children, as well as increased provision for girls.

Image 1 Artist impression of the proposed new SEMH school rebuild, Huddersfield



To meet the need for additional places for children with autism Woodley School & College will move to a new site in Almondbury and capacity will increase to 194 by late 2026. In advance of the new school building opening, we have already increased the capacity of the school by opening two satellite provisions. The first at Woodley Moor has a capacity of 25, and a shop facility has been created in Huddersfield town centre to provide learning for post 16 young people with a capacity of 13.

Special school satellite provision

Special school satellite provision is where a special school increases its capacity by expanding onto an additional site. The additional site may be on the site of a mainstream school which provides some physical space for satellite purposes, or it could be a suitable building not occupied by another school.

This applies to:

- Ravenshall Special School hosted by Headfield CE (VC) Junior School
- Ravenshall post-16 provision based in a former library building
- Southgate Special School hosted by Newsome Academy
- Woodley Moor based in a former children's centre building
- Woodley post-16 provision based in a shop in Huddersfield town centre

As pupils accessing satellite provision remain on the roll of the special school, the number of places in the table above includes satellite provision.

Areas of demand

Our data and intelligence (Appendix 1) tell us that we have the following pressures in our SEND system which we need to address:

Social Emotional and Mental Health (SEMH) needs

We are seeing increasing SEMH needs particularly for:

- younger children in primary settings
- young people in secondary school who are at risk of exclusion or have low attendance
- there is a significant cohort of young people with identified SEMH needs in secondary provision who will need suitable 16+ provision

Neurodiversity

In line with national trends, we have seen a significant increase in children with identified needs relating to neurodiversity (e.g. autism, ADHD). There is also a significant number of children in primary settings who will need suitable provision as they move into secondary and post-16 education. It is important that we consider the impact of growing recognition of neurodiversity in our mainstream schools, as well as the need for special school places.

Speech, language and communication

We have seen a significant increase in the identification of speech, language and communication needs in younger children since the Covid 19 pandemic. If these needs are identified and addressed in early years, children will stand a better chance of catching up with expected levels of achievement and reduce the need for more specialist provision in later years.

Multiple needs

It is being increasingly recognised that many children and young people have needs which do not always fit into individual categories, e.g. many children with SEMH needs will also have neurodiversity needs. It is essential that our education provisions are equipped with the appropriate knowledge and skills to meet these needs.

Change of phase

We know that many children with SEND are thriving in inclusive primary schools but can struggle with the change of phase to a busy secondary school. We need to ensure that there are suitable inclusive provisions in secondary schools and post-16 provisions to meet the needs of these young people.

Post-16 provision

The increasing number of children in specialist education provision will lead to an increased future demand for more specialist post-16 provision. We need to ensure that we expand our current offer and develop a range of education, employment and training opportunities for young people when they leave school at 16.

Immediate place pressures

In line with our inclusive ambitions, we want more of our children with SEND to be educated in mainstream schools which have an inclusive approach. We are working on a number of schemes to support this which are listed below. We will also support our inclusive approach by developing satellite or ARP provision within mainstream schools to enable more children and young people with additional needs to learn alongside their friends and peers.

School clusters

We will continue to support the development of our school 'clusters' to help them to provide a more inclusive environment for children and reduce the need for more specialist provision.

Clusters will be able to pool their resources and locally commission services and support where required.

Additionally Resourced Provisions (ARPs)

We will continue to expand our ARP provision.

We have identified a need for ARP in secondary schools for children presenting with SEMH issues. We will work with our secondary schools to open at least one north and one south SEMH ARP by 2026.

Primary assessment centre

We will develop a primary provision for primary age children who are at risk of exclusion, or have been excluded, or have low attendance. The emphasis will be on short term assessment and re-engagement, with the aim of returning to their mainstream school.

Speech language and communication

We will invest in additional support for early years and primary settings to address the speech, language and communication needs of our younger children to enable them to make progress and reduce the need for more intensive support or specialist places in later years.

Special schools

In Kirklees we have some well-established special schools, providing a high standard of education and care for our children. It is essential that we make the most efficient use of the places we have available. We are working with our special schools to ensure that their admissions criteria match the needs outlined in this document, to be confident that places are available for those children with the highest levels of need. It is essential that our decision making, and allocations processes are consistent with this approach.

We also need to be confident that our special schools have the resources, facilities, staff and skills to provide a high-quality learning experience.

We are in the process of rebuilding our CCI and SEMH schools with increased capacity, as described above.

Special school satellites

An effective way to increase capacity of our special schools are satellite provisions. These are classes based in mainstream schools that are staffed by Special School teachers and support staff. We have already successfully opened five satellites.

We intend to open new satellite provision for up to 20 primary age children with SEMH needs to add temporary capacity until the new school building is completed. It is likely that this temporary facility will be decommissioned at that point.

Use of independent special school places

Due to a shortage of capacity in local state funded schools we have placed children in independent and/or out of area special schools. This has been primarily for children with autism and SEMH needs, particularly older children, as well as younger children with profound and multiple learning difficulties. Whilst there will always be a small number of children whose level of need requires a very specialist provision which is not available locally, this tells us that we need to increase our provision in Kirklees to meet our ambition for children to be educated close to where they live.

As of January 2025, we have 183 children placed in independent schools. It is our aim to have less reliance on the independent sector for our new school places. The additional places created by the special school rebuilds, satellites and other means will contribute to the reduction.

Alternative Provision Free School

We have applied to the Department for Education to open a new Alternative Provision Free School in Kirklees. The bid has been submitted in partnership with a multi-academy trust and if approved will provide additional alternative provision capacity.

Immediate place pressures

We will address our immediate requirement for places by working with our school system to rapidly put in place additional special school satellite and ARP provisions, along with commissioning appropriate alternative provisions.

16+ provision

We will review our 16+ provision to ensure it meets the growing needs of young people with SEMH and/or neurodiversity currently in the school system.

Next Steps

This plan will form a key pillar of the SEND Transformation Programme in Kirklees. It will be published on our Local Offer website and shared with key stakeholders, including our schools.

This plan will also be used to engage with independent sector providers to develop and shape the SEND market in Kirklees.

A SEND sufficiency group has been established, which will meet on a termly basis to review the available data and intelligence. The membership of the group includes Local Authority and Health commissioners, EHCP team, SEND leads and representation from the Schools Forum. The group will examine the outcomes from recent EHCPs created and Decision-Making Panel recommendations, as well as intelligence gathered from across the learning system to inform commissioning or decommissioning decisions.

This plan will be reviewed annually, in line with the availability of the SEN2 dataset.

Conclusion and summary of needs

We recognise that many of our children have complex needs which means that they cross over multiple need categories. We will help all of our provisions adapt in recognition of this. For the purpose of this summary, we have used primary need as the descriptor.

Key

Key	Description
↑	We will develop more of this type of provision
→	We have the right amount of this type of provision/ demand remains the same
↓	We will reduce the amount of this type of provision
↗	Demand is rising for this type of provision
↘	Demand is reducing for this type of provision

Provision Type	Early Years	Primary	Secondary	Post-16	What are we doing?
Special school (including satellites) <ul style="list-style-type: none"> • SEMH • ASC • Complex needs • Visual Impairment/Hearing Impairment 	↑ ↗ ↑ ↗ ↑ ↗ ↓ ↘	↑ ↗ ↑ ↗ ↑ ↗ ↓ ↘	↑ ↗ ↑ ↗ ↑ ↗ ↓ ↘	↑ ↗ ↑ ↗ ↑ ↗ ↓ ↘	Building a new SEMH school to add places and increase age range. Building a new ASC/CCI school. Develop additional satellite provision for SEMH and complex needs.
Additionally Resourced Provision (ARP) <ul style="list-style-type: none"> • SEMH • ASC • Complex Needs • Visual Impairment/Hearing Impairment 	N/A N/A N/A N/A	↑ ↗ ↑ ↗ N/A → →	↑ ↗ ↑ ↗ N/A → →	N/A N/A N/A N/A	We will open 2 new secondary SEMH ARPs. We will expand ASC ARP provision.
Alternative Provision <ul style="list-style-type: none"> • Full time AP • Complementary (or wraparound) alternative provision • Day 6 	N/A N/A N/A	↑ ↗ ↑ ↗ ↑ ↗	↑ ↗ ↑ ↗ ↑ ↗	N/A N/A N/A	We are reviewing our commissioned AP provision and will revise contracts to increase or decrease number of places for each type of need and age group where required.

Provision Type	Early Years	Primary	Secondary	Post-16	What are we doing?
Ordinarily Available Inclusive Provision (i.e. education in mainstream provisions) <ul style="list-style-type: none"> • SEMH • ASC • Complex Needs • Visual Impairment/Hearing Impairment 	↑ ↗ ↑ ↗ N/A →	↑ ↗ ↑ ↗ N/A →	↑ ↗ ↑ ↗ N/A →	↑ ↗ ↑ ↗ N/A →	<p>We will support our mainstream provisions to improve their skills and facilities to accommodate more children with additional needs in an inclusive environment.</p> <p>This will include support within clusters, support and training from specialist outreach and additional commissioned support where required.</p>

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CHILDREN’S SCRUTINY PANEL – WORK PROGRAMME 2025/26

MEMBERS: Cllr Itrat Ali, Cllr Richard Smith, Cllr Aafaq Butt, Cllr Ashleigh Robinson, Cllr Hannah McKerchar, Cllr Tanisha Bramwell

SUPPORT: Helen Kilroy (Assistant Democracy Manager), Claire Gardiner (Democracy Officer)

THEME/ISSUE	Lead Officer	APPROACH/AREAS OF FOCUS	OUTCOMES/ACTIONS	Timescale
<p><u>Standard items</u></p> <ul style="list-style-type: none"> • Pre-decision scrutiny (decisions by Cabinet) • Performance Information (Children’s Service) – Informal meeting • Feedback from Panel Members on issues considered by Kirklees Parenting Board • Ambition Board Minutes 	<p>Cabinet Members/Senior Officers (Children’s Service)</p> <p>Presented by Service Directors (produced by Paul Caladine)</p> <p>Panel Members who attend Kirklees Parenting Board</p> <p>Senior Officers and Cabinet Members</p>	<p>Panel will check at each meeting with Cabinet Members and Senior Officers from Children’s Service if there are any potential areas of pre-decision scrutiny they need to consider at future meetings.</p> <p>The Panel will continue to monitor the performance of the Learning Early Support Service and Children.</p> <p>Members of the Panel who attend the Kirklees Parenting Board will feedback on key issues to the Scrutiny Panel as appropriate.</p> <p>The Panel will receive the minutes of the quarterly Ambition Board meetings for information.</p>	<p>Ongoing</p> <p>Each meeting of the Panel</p> <p>Updates will be provided at Panel meetings when a meeting of the Board has taken place (meetings take place quarterly).</p> <p>Ongoing and when available</p>	<p>Ongoing</p> <p>Every meeting</p> <p>When available</p> <p>When available</p>
<p>Review of the Improvement Journey (Children’s Services)</p>	<p>Tom Brailsford/Vicky Metheringham</p>	<p>The Panel will continue to review the Improvement Journey of the Children’s Service, have an oversight of the Ofsted improvement plan, attend appropriate</p>	<p>Oversight of the Ofsted Improvement Plan and planned Re-design of the Leaving Care Service – Panel meeting on 17th October 2025</p>	<p>Panel on 17.10.25</p>

	<p>YJS – Ian Mottershaw/ Teresa Racz Leaving Care Service – Joel Hanna Children’s Social Care Reforms – V Metheringham CQC and Ofsted Inspection – V Metheringham</p>	<p>meetings and undertake observation to see the key elements of the new arrangements on working together to safeguard children with a particular focus on the effective implementation of the service and good practice.</p> <p>The Children’s Service were looking to undertake a redesign of leaving care to make it more robust and the Panel will invite the Head of Corporate Parenting to Scrutiny to provide updates on progress.</p> <p>The Panel will visit the Leaving Care Service and monitor the work taking place to develop this area of practice.</p> <p>The Panel will scrutinise the following areas -</p> <ul style="list-style-type: none"> • Oversight of the Ofsted Improvement Plan and planned Re-design of the Leaving Care Service which will include a visit to the Team • Multi-agency developments around the Children’s Social Care Reforms, the leaving care service and Front Door • Updates of future Ofsted Inspections • Visits to the Leaving Care Service, Front Door Team and North service Area Children’s Social Care Team (Dewsbury and Batley) to continue to review the 	<p>The Panel will consider a report giving an oversight of the Ofsted Improvement Plan and planned Re-design of the Leaving Care Service which will include a visit to the Team.</p> <p>Multi-agency developments around the Children’s Social Care Reforms – Panel meeting on 6th February 2026 The Panel will consider a report on the multi-agency developments around the Children’s Social Care Reforms.</p> <p>Visit to activities organised by the Youth Justice Service (YJS) for young people The Panel have been invited to attend some of the activities being co-ordinated by the YJS Team with young people and will take place from May 2025 until December 2026. Activities are planned by staff who will take the lead and include activities such as playing pool, baking and playing games.</p> <p>Our Children’s Voice Team – Informal Panel meeting on 19th March 2025 The Panel will consider an update from the Our Children’s Voice Team on the key aspects of their work and hear about the work undertaken on “What it feels like to be excluded as a child”.</p>	<p>Panel on 6.2.26</p> <p>Various dates</p> <p>Panel on 19th March 2025</p>
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		<p>Improvement Journey of Children’s Services</p> <ul style="list-style-type: none"> • The Panel will visit some of the activities that the youth justice service coordinate with young people and the team. • The Our Children’s Voice Team will visit the Panel to discuss the work undertaken on ‘What it feels like to be excluded as a child. 	<p>Oversight of the Ofsted Improvement Plan and planned Re-design of the Leaving Care Service – Panel meeting on 19th March 2025</p> <p>The Panel will consider a report on the Oversight of the Ofsted Improvement Plan and planned Re-design of the Leaving Care Service, which will include a visit to the Leaving Care Service Team in March 2026.</p>	<p>Panel on 19th March 2025</p> <p>Visit to Leaving Care Service – March 2026</p>
<p>Special Educational Needs and Disabilities (SEND) Transformation Plan</p>	<p>Jo-Anne Sanders</p> <p>Clusters – Jayne Whitton</p> <p>Sufficiency Strategy – S Horn</p> <p>DfE White Paper – J Sanders</p> <p>EHCPs – Jenny Sneideris/ Michelle Lister</p> <p>Ofsted & CQC Inspection – Jo Sanders</p> <p>Adulthood PFA Board – Adrian Wisniewski/Donna Auty</p>	<p>The Panel will scrutinise the SEND Transformation Plan and will focus on the following areas –</p> <ul style="list-style-type: none"> • Visits to mainstream schools to observe the practice of the new initiatives of schools working in clusters • SEND Sufficiency Strategy for Kirklees (2025-2028) • Visit to the SEND Transformation Programme Event on 26th June 2025 • Visit to Satellite provision for the two new special schools and Alternative Resource Provisions • Overview of SEND Tribunals and EHCP Compliance and timescales and the Complaints Process - which will include observation of the decision-making process for EHCPs, a look at the volume processes/quality and compliance (including Annual Reviews) and the multi-agency approach that is being 	<p>Visit on 10th June 2025 to the Places Access and Inclusion Committee of the Education (PAIC)</p> <p>The Panel visited the Places, Access and Inclusion Meeting on the 10th June 2025 to observe the discussions around needs and capacity relating to the teacher workforce. Some of the issues discussed were around –</p> <ul style="list-style-type: none"> - Additionally Resourced Provision and support for New Mill Junior and Infant to develop 2 site provision within rural areas; - Analysis of sufficiency data and reducing PANs for Primary schools; - The Local Plan and the impact of new development on school sufficiency in certain areas; - Review of the Fair Access Protocol (FAP) which had see 14 schools join a task and finish group; 	<p>Visit on 10.6.25</p>

		<p>implemented to ensure fairness and transparency</p> <ul style="list-style-type: none"> • SEND Ofsted and CQC Inspection of Kirklees Local Area Partnership’s provision for children and young people with special educational needs and disabilities (SEND) and Alternative Provision • DfE White Paper on proposals on SEND Changes (April 26 implementation) • Preparation to Adulthood (PFA) which will include a visit to the PFA Board (date to be confirmed) • Visits to the half yearly SEND Event (date to be confirmed), Parent Carer Forum (to be arranged) and Local Offer Live on 23.10.25 	<ul style="list-style-type: none"> - Capacity for the Committee was a risk, there were now equal levels of permanent exclusions and electively home educated cases and a pressure with the current secondary place bulge as although FAP could override PAN, some schools were already oversubscribed. <p>Visit to Cluster meeting at Holmfirth High School on 25th June 2025</p> <p>The Panel visited the cluster meeting at Holmfirth High School and fed back on the following key issues –</p> <ul style="list-style-type: none"> - Respectful relationships had been built through the year. - Shared training followed up with ideas on how to implement what they had learned. - Clusters had enabled consideration of all-staff training within settings as well as specialist training for staff from multiple settings. - Important to ensure the EHCP Team would accept whole school evidence for the Decision Panels not only specialist assessments. - It was seen as a priority that EHCP Leaders should attend cluster meetings. - Feedback from SENDCO’s was often that they were not clear why refusals 	<p>Visit on 25.6.25</p>
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			<p>had been given and could not get hold of an officer to discuss.</p> <ul style="list-style-type: none"> - There was a wellbeing element to being able to share cases. - Schools were dealing with incontinence problems and concerns were raised as to what was the most appropriate course to source funding for required adaptations. - The benefit of having the secondary SENDCO was acknowledged by all. <p>Visit to Cluster meeting at Birkby Junior School on 26th June 2025</p> <p>The Panel fed back that it a very collaborative approach was implemented in the meeting, and it was apparent why this cluster has been highlighted as a leading cluster in the north. Individual cases were discussed, and colleagues were supportive of each other with suggestions and signposting to services and resources. Budget was an issue with the need for more finance and often lack of money to provide the resource required for each individual child.</p>	<p>Visit on 26.6.25</p>
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			<p>Visit to the SEND Transformation Programme Event on 27th June 2025</p> <p>The Panel visited the SEND Transformation Programme Event which had been organised to celebrate and share key aspects of the SEND Transformation Programme and also connect with staff about how the service can improve communication. Key points fed back from Panel Members were as follows –</p> <ul style="list-style-type: none"> - Services who attended seemed to value the chance to network and feel informed on progress. - Good collaborative atmosphere for teams to come together to gain a deeper understanding of each other’s roles and there were useful conversations between sessions. - Good to hear the progress on the 2 new build special schools at Woodley and Joseph Norton. - Progress made on compliance with issuing EHCPs within statutory timescales. - A suggestion was made that some of the training needs of officers and professionals could be met with bitesize options, eg short YouTube videos or TikTok’s; - A table discussion highlighted the need for communication styles tailored to 	<p>Visit on 27.6.25</p>
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			<ul style="list-style-type: none"> • Decisions were made by consensus and with discussion • Consideration was given to the family situation, risks such as adoption disruption and to parental and school recommendations and preferred outcomes • If the answer was a decision not to issue, there were still support and outreach recommendations made <p>3. <u>Specialist Placement Panel on 4th July</u></p> <ul style="list-style-type: none"> • Cases considered with decision to issue but where there are conflicts or complexities • Cases that involve placement out of area or private providers are sent to the Service Director for approval and to give strategic oversight • Panel members know the young person and discuss character and preferences as part of decision making • Demand is greater than supply in terms of specialist places, sufficiency concerns were discussed • Panel discussed independent reports, some parents have expressed concerns that these are automatically dismissed • The Panel take an overview of lessons learnt in terms of mainstream 	<p>Visit on 4.7.25</p>
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			<p>inclusion so they are not just considering on a case by case basis</p> <p>Visit on 16th July 2025 to Education and Learning Partnership Board (ELPB) meeting</p> <p>The Panel attended the ELPB meeting and observed the discussions as part of their scrutiny focus on the SEND Transformation Plan. Key points discussed were –</p> <ul style="list-style-type: none"> • Robust response on the need for an Accessibility Strategy • A forum had been formed for feedback on ways of working and questions were being asked early when planning engagement • Discussed EHCP Quality Assurance (QA) Framework - newer EHCPs were showing better quality and the QA process had highlighted gaps in health and social care advice • There was a monthly review with multi-agency membership that examined a sample of cases • The Service was considering how to build Quality Assurance into Annual Reviews and staff training to raise awareness • Good collaboration with external partners such as Bradford Research School on the Our Kirklees Futures 	<p>Visit on 16.7.25</p>
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			<ul style="list-style-type: none"> • Early Years Development Board was relaunching and would include school readiness considerations • Survey on Fair Access Protocol had been undertaken and only 22 out of 170 schools responded, further work was taking place to try and understand why schools did not engage and how to reach a wider cohort <p>Centre for Governance and Scrutiny SEND online event on 28th August 2025 The Panel will attend an online event organised by the CfGS designed for LAs and stakeholders, the event will tackle the complexities of SEND Scrutiny from legal frameworks and funding models to the real world impact on children and young people and families.</p> <p>CQC and Ofsted SEND Inspection report – draft action plan – Informal Panel meeting on 29th August 2025 The Panel will consider a presentation giving an update on the draft action plan regarding the SEND Inspection Report which was published in August 2025.</p>	<p>Visit on 28.9.25</p> <p>Panel on 29.8.25</p>
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			<p>SEND Sufficiency Strategy for Kirklees (2025-2028) - Panel Meeting on 29th August 2025 - The Panel will consider a report on the SEND Sufficiency Strategy for Kirklees (2025-28).</p> <p>SEND Ofsted and CQC Inspection of Kirklees – Panel meeting on 17th October 2025 The Panel will consider a report on the SEND Ofsted and CQC Inspection of Kirklees Local Area Partnership’s provision for children and young people with special educational needs and disabilities (SEND) and Alternative Provision, including the Post-Inspection Action Plan.</p> <p>Visit to Local Offer Live on 23rd October 2025 The Panel will drop in to the Local Offer Live event on the 23rd October 2025 which will be led by PCAN and will be a marketplace with stalls and workshops.</p> <p>Visit to Satellite provision sites for the two new special schools and Alternative Resource Provisions – to be arranged The Panel will visit the satellite provision sites which are being put in place for youngsters whilst the two new special schools are built. Visits to be arranged in</p>	<p>Panel on 29.8.25</p> <p>Panel on 17.10.25</p> <p>Visit on 23.10.25</p> <p>Visit to be arranged</p>
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			<p>the autumn term of 2025 at the following sites – Children’s Centre at Crosland Moor, Overthorpe and New Mill.</p> <p>SEND Tribunals and EHCP Compliance and timescales and an overview of complaints process – Panel meeting on 11th December 2025 The Panel will consider a report on SEND Tribunals and EHCP compliance and timescales and include an overview of the complaints process.</p> <p>DfE White Paper on SEND changes - Panel Meeting on 11th December 2025 The Panel will consider an update on the DfE White paper due to be published in the autumn 2025, regarding the proposals for SEND reforms.</p> <p>Preparation for Adulthood (PFA) – Panel Meeting on 6th February 2026 The Panel will consider a report on the Preparation for Adulthood (PFA) and will visit the PFA Board.</p> <p>Visit to the Preparation for Adulthood (PFA) Board – date to be arranged The Panel will visit the PFA Board to observe the arrangements for preparing for adulthood.</p>	<p>Panel on 11.12.25</p> <p>Panel on 11.12.25</p> <p>Panel on 6.2.26</p> <p>Visit to be arranged</p>
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<p>Educational Outcomes and Elective Home Education (EHE)</p>	<p>Jo-Anne Sanders/Emma Brayford (key lead)</p> <p>EHE – Christina Marsay and Louise Hallas</p>	<p>The Panel will scrutinise the educational outcomes of children and young people in Kirklees in the following areas –</p> <ul style="list-style-type: none"> • Elective Home Education – to include a visit to meet with Strategic Leads and the Team • Educational Attainment Outcomes -pre-decision scrutiny before considered by Cabinet in 25/26. 	<p>Visit on 9th September 2025 to meet with Elective Home Education (EHE) Strategic Leads and the Team</p> <p>The Panel received data provided by Jo-Anne Sanders in September 2024 on Elective Home Education (EHE), which had been shared with Ofsted during the inspection. The Panel will meet with Strategic EHE Leads and the rest of the Team in September 2025 to continue the scrutiny in this area.</p> <p>Educational Attainment Outcomes – Informal Panel meeting on 17th October 2025</p> <p>The Panel will consider unvalidated data on the latest attainment outcomes as part of pre-decision scrutiny before the matter is considered by Cabinet.</p>	<p>Visit on 9.9.25</p> <p>Panel on 17.10.25</p>
<p>Partnership Arrangements</p>	<p>Vicky Metheringham/Jo-Anne Sanders</p>	<p>The Panel will continue to scrutinise partnerships and boards during the 2025/26 municipal year, for example, Kirklees Parenting Board and Health and Wellbeing Board, visits to internal teams and partners and the Panel can look at how data was collected and used to improve outcomes. The Panel can be represented at meetings, events and visits to internal teams and external providers and agree to focus on the following areas:-</p> <ul style="list-style-type: none"> • Data collection • Partnership working 	<p>Ongoing</p>	<p>Ongoing</p>

		<ul style="list-style-type: none"> • Is the voice of the young person being heard? (as below) • Good practice • Delivery of quality service 		
Voice of the Young Person	Tom Brailsford/Service Directors (Children’s Service)	The Panel will keep a watching brief on all areas of scrutiny by the Panel and explore whether the voice of the child was being heard, whether they are empowered to speak up and ensure that lessons have and are being learned.	Ongoing	Ongoing
Health Provision for Children and Young People	Emily Parry-Harries from Public Health Stewart Horn/Jackie Beaver to co-ordinate	The Panel will scrutinise the health provision for Children and Young People in Kirklees with a particular focus on the following – <ul style="list-style-type: none"> • Emotional Wellbeing Provision for children in Kirklees and Mental Health in schools - to scrutinise the provision of service and seek feedback from service users and consider fluctuation in waiting lists and trends for children’s emotional health and wellbeing to include an update on the implementation of the Keeping Kirklees in Mind service. 		Tbc
Standing Advisory Council for Religious Education (SACRE)	Jo-Anne Sanders/Emma Brayford/Mark Janes (Chair of SACRE rmijanes@aol.com) and Emma Salter, Pennine Learning (PL), Education Consultant and Jake Womack, PL Director	The Panel will scrutinise the work of the Kirklees Standing Advisory Council for Religious Education (SACRE) which includes partnership working with other regional local authorities and consider the Annual Report in February each year.	Annual Report on Standing Advisory Council for Religious Education (SACRE) – Panel meeting on 6th February 2026 The Panel will consider SACRE’s Annual Report.	Panel on 6.2.26

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Children's Scrutiny Panel

Agenda Plan 2025/26

Date of Meeting	Issues for Consideration	Officer Contact
<p>13th June 2025</p> <p>Workshop - Informal Meeting</p>	<p>(with Panel, Officers and Cabinet Members)</p> <p>To consider potential areas of focus for the Panel during 2025/26 municipal year which will include the Council's key priorities for the children's service.</p>	<p>Helen Kilroy</p>
<p>8th August 2025</p> <p>Informal meeting 9.30am-10.30am</p> <p>Public meeting 10.30am</p> <p>Hybrid meeting Council Chamber HTH</p> <p>Report deadline: 25.07.2025</p>	<p style="text-align: center;">Informal Items:-</p> <p style="text-align: center;">Children's Service Data Performance Report</p> <p style="text-align: center;">Public Items:</p> <p style="text-align: center;">Minutes of meeting on 28.04.2025</p> <p style="text-align: center;">Cabinet Priorities 25/26</p> <p style="text-align: center;">Performance Highlights (verbal)</p> <p style="text-align: center;">Pre-decision Scrutiny – Cabinet decisions on the horizon</p> <p style="text-align: center;">Feedback from Panel Members on issues considered by Kirklees Parenting Board</p> <p style="text-align: center;">Work Programme and Agenda Plan for 25/26</p>	<p>Service Directors to present</p> <p style="text-align: center;">H Kilroy</p> <p>Cllr Kendrick and Cllr Rylah</p> <p>Service Directors to present</p> <p>Senior Officers/Cabinet Members</p> <p style="text-align: center;">Panel Members</p> <p style="text-align: center;">H Kilroy</p>

Date of Meeting	Issues for Consideration	Officer Contact
<p>29th August 2025</p> <p>Informal meeting 9.30am-10.30am</p> <p>Public meeting 10.30am</p> <p>Hybrid meeting Council Chamber HTH</p> <p>Report deadline: 15.08.2025</p>	<p>Informal Items:-</p> <p>No data report due to timescales</p> <p>SEND Inspection report – draft action plan</p> <p>Public Items:</p> <p>SEND Sufficiency Strategy for Kirklees 2025-28</p> <p>Pre-decision Scrutiny – Cabinet decisions on the horizon</p> <p>Feedback from Panel Members on issues considered by Kirklees Parenting Board</p> <p>Work Programme and Agenda Plan for 25/26</p>	<p>J Sanders</p> <p>J Sanders</p> <p>Senior Officers/Cabinet Members</p> <p>Panel Members</p> <p>H Kilroy</p>
<p>17th October 2025</p> <p>Informal meeting 9.30am-10.30am</p> <p>Public meeting 10.30am</p> <p>Hybrid meeting Council Chamber HTH</p> <p>Report deadline: 03.10.2025</p>	<p>Informal Items:-</p> <p>Educational Outcomes (unvalidated data)</p> <p>Ambition Board Minutes – 29.09.25</p> <p>Children’s Service Data Performance Report</p> <p>Public Items:</p> <p>SEND Ofsted and CQC Inspection of Kirklees</p> <p>Performance Highlights (verbal)</p> <p>Pre-decision Scrutiny – Cabinet decisions on the horizon</p> <p>Feedback from Panel Members on issues considered by Kirklees Parenting Board</p> <p>Work Programme and Agenda Plan for 25/26</p>	<p>J Sanders</p> <p>W Harris to provide</p> <p>J Sanders/V Metheringham to present</p> <p>J Sanders</p> <p>J Sanders/V Metheringham</p> <p>Senior Officers/Cabinet Members</p> <p>Panel Members</p> <p>H Kilroy</p>

Date of Meeting	Issues for Consideration	Officer Contact
<p>11th December 2025</p> <p>Informal meeting 9.30am-10.30am Public meeting 10.30am Hybrid meeting Council Chamber HTH</p> <p>Report deadline: 27.11.2025</p>	<p style="text-align: center;">Informal Items:-</p> <p style="text-align: center;">Ambition Board Minutes – 01.12.25</p> <p style="text-align: center;">Children’s Service Data Performance Report</p> <p style="text-align: center;">Public Items:</p> <p style="text-align: center;">DfE White Paper – proposals for SEND reforms</p> <p style="text-align: center;">SEND Tribunals and EHCP Compliance (to include an overview of the complaints process) <i>(may need to be deferred)</i></p> <p style="text-align: center;">Performance Highlights (verbal)</p> <p style="text-align: center;">Pre-decision Scrutiny – Cabinet decisions on the horizon</p> <p style="text-align: center;">Feedback from Panel Members on issues considered by Kirklees Parenting Board</p> <p style="text-align: center;">Work Programme and Agenda Plan for 25/26</p>	<p style="text-align: center;">W Harris to provide J Sanders/V Metheringham</p> <p style="text-align: center;">J Sanders</p> <p style="text-align: center;">Jenny Sneideris/ Michelle Lister/ J Sanders</p> <p style="text-align: center;">J Sanders/V Metheringham</p> <p style="text-align: center;">Senior Officers/Cabinet Members</p> <p style="text-align: center;">Panel Members</p> <p style="text-align: center;">H Kilroy</p>
<p>6th February 2026</p> <p>Informal meeting 9.30am-10.30am Public meeting 10.30am Hybrid meeting Council Chamber HTH</p> <p>Report deadline: 23.01.2026</p>	<p style="text-align: center;">Informal Items:-</p> <p style="text-align: center;">Children’s Service Data Performance Report</p> <p style="text-align: center;">Public Items:</p> <p style="text-align: center;">Annual report for Standing Advisory Council for Religious Education (SACRE)</p>	<p style="text-align: center;">J Sanders/V Metheringham/ to present</p> <p style="text-align: center;">E Brayford/J Sanders and Mark Janes (Chair) Pennine Learning/Emma Salter/Jake Womack</p>

Date of Meeting	Issues for Consideration	Officer Contact
	<p>Preparation for Adulthood (PFA)</p> <p>Multi-agency developments around the Children’s Social Care Reforms</p> <p>Performance Highlights (verbal)</p> <p>Pre-decision Scrutiny – Cabinet decisions on the horizon</p> <p>Feedback from Panel Members on issues considered by Kirklees Parenting Board</p> <p>Work Programme and Agenda Plan for 25/26</p>	<p>J Sanders</p> <p>V Metheringham</p> <p>J Sanders/V Metheringham to present</p> <p>Senior Officers/Cabinet Members</p> <p>Panel Members</p> <p>H Kilroy</p>
<p>19th March 2026</p> <p>Informal meeting 9.30am-10.30am</p> <p>Public meeting 10.30am</p> <p>Hybrid meeting Council Chamber HTH</p> <p>Report deadline: 05.03.2026</p>	<p>Informal Items:-</p> <p>Visit by Our Children’s Voice Team to give an update on the work of the Team</p> <p>Children’s Service Data Performance Report</p> <p>Public items</p> <p>Oversight of the Ofsted Improvement Plan and planned Re-design of the Leaving Care Service</p> <p>Pre-decision Scrutiny – Cabinet decisions on the horizon</p> <p>Feedback from Panel Members on issues considered by Kirklees Parenting Board</p> <p>Work Programme and Agenda Plan for 25/26 (progress and items to roll forward to 26/27)</p>	<p>Anna Gledhill/Kay Parry (TomB)</p> <p>J Sanders/V Metheringham to present</p> <p>V Metheringham/J Hanna</p> <p>Senior Officers/Cabinet Members</p> <p>Panel Members</p> <p>H Kilroy</p>