

# Public Document Pack



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Wednesday 3 December 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 **Thursday 11 December 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 "Samantha 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

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**Pages**

**1: Membership of the Panel**

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

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**2: Minutes of the Previous Meeting**

1 - 8

To approve the Minutes of the meeting of the Panel held on the 17<sup>th</sup> October 2025.

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**3: Declaration of Interests**

9 - 10

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.

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**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.

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**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.

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## **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.

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## **7: Update on the anticipated 'Schools White Paper' in relation to national reforms to the SEND system**

11 - 18

The Panel will consider a report and update on the anticipated 'Schools White Paper' in relation to national reforms to the SEND system.

Contact: Jo-Anne Sanders, Service Director (Learning and Early Support)

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## **8: Education Health and Care Plans - Compliance, Mediation, Tribunals and Complaints and Compliments**

19 - 42

The Panel will consider a report and presentation on Education Health and Care Plans - Compliance, Mediation, Tribunals and Complaints and Compliments.

Contact: Jo-Anne Sanders, Service Director (Learning and Early Support)  
Michelle Lister, Head of Service (Early Support and EHCP Team)  
Jenny Sneideris, EHCP Service Manager

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**9: Performance Data (Children's Services) - verbal update on highlights**

The Panel will consider a verbal update on the performance highlights from the latest Children's Services data report covering period ending 31st October 2025.

Contact: Jo-Anne Sanders, Service Director  
Vicky Metheringham, Service Director

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**10: 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)

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**11: 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.

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**12: Work Programme and Agenda Plan for 2025/26**

43 - 66

The Panel will consider the proposed areas of focus and activity for the 2025/26 municipal year 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

**Friday 17th October 2025**

- Present: Councillor Itrat Ali (Chair)  
Councillor Hannah McKerchar  
Councillor Richard Smith
- In attendance: Councillor Viv Kendrick, Cabinet Member for Children's Services  
Councillor Jane Rylah, Cabinet Member for Education  
Tom Brailsford, Executive Director for Children and Families  
Jo-Anne Sanders, Service Director - Learning and Early Support  
Stewart Horn, Head of Children's Commissioning for West Yorkshire ICB and Kirklees Council  
Dawn Pitt, Parent and Carer Network Kirklees  
Johanna Hull, Parent and Carer Network Kirklees  
Robert Fordyce, Children's Principal Social Worker (on behalf of Vicky Metheringham)  
Adrian Wisniewski, Transformation Programme Manager  
Ian Bennett, Director of Quality and Nursing for the NHS in Kirklees and Calderdale  
Jayne Whitton, Principal Educational Psychologist  
Vicky Dutchburn, West Yorkshire ICB
- Apologies: Councillor Tanisha Bramwell

- 22 Membership of the Panel**  
Apologies for absence were received on behalf of Councillor Tanisha Bramwell.
- 23 Minutes of the Previous Meeting**  
**RESOLVED –**  
That the Minutes of the meeting held on 8<sup>th</sup> and 29<sup>th</sup> August 2025 be approved as a correct record.
- 24 Declaration of Interests**  
No interests were declared.
- 25 Admission of the Public**  
All agenda items were considered in public session.

**26 Deputations/Petitions**

No deputations or petitions were received.

**27 Public Question Time**

No public questions were received.

**28 The outcome of the Kirklees Local Area Partnership Inspection of SEND and Alternative Provision undertaken in June 2025 by Ofsted and CQC and the post inspection Action Plan**

The Panel considered a report and presentation on the outcome of the Kirklees Local Area Partnership Inspection of SEND and Alternative Provision undertaken in June 2025 by Ofsted and CQC, and the post inspection Action Plan, which was presented by Ian Bennett, ICB Kirklees Place Director of Nursing and Quality.

The Panel noted that the strength of the inspection was in the partnership arrangements and relationships that were in place between health partners, local authority partners, education partners, and most importantly the voice of children and young people.

Ian Bennett gave context to the report and highlighted the following key points:

- All local area partnerships were eligible for inspections by Ofsted and CQC, which looked specifically at services provided for children and young people with special educational needs and those with disabilities (SEND) and at alternative provision.
- The Kirklees local area partnership was inspected between the 16th and the 20th of June 2025, and the report was published in August.
- The previous inspection in 2022 had identified two areas for improvement and significant improvement that had been made in those two areas.
- The outcome of the report was that the local area partnership arrangements led to inconsistent experiences and outcomes for children, young people and those with special educational needs and disabilities and that the partnership needed to work more jointly to make improvements.
- Ofsted and CQC had asked the local area partnership to update and publish its strategic plan.
- The Panel were asked to note the recommendations set out within the report and consider the detail of what would be done to address them, as set out in The Big Plan Part 3.

Tom Brailsford, Executive Director for Children and Families, informed the Panel that inspectors:

- Recognised that leaders were ambitious for children and young people with SEND.
- Noted that the partnership worked well together, including with the Parent and Carer Forum, Parents of Children with Additional Needs (PCAN).
- Understood that the partnership was aware of areas of strength and areas that needed to improve further.
- Saw passion and dedication within Kirklees, that people worked together to make a difference for and with children and young people and their families.

## Children's Scrutiny Panel - 17 October 2025

- Were very positive about many things including the Big Plan and cluster working.
- Observed that children were at the heart of what was being done and were the centre of decision making - children and young people's voices were listened to and helped shape local developments that affected them.

Tom Brailsford advised the Panel that the inspection highlighted four areas of improvement:

- Preparing for Adulthood (PfA)
- Waiting times for some Health services (therapeutic services, Mental Health Services and access to wheelchair services)
- Education Health and Care Plans (EHCPs)
- Communication

The Panel was informed that these areas for improvement would be addressed in SEND: The Big Plan 3, a document that could be read on its own as a response to the inspection, and which complemented part 1 (the 5-year strategy) and part 2 (which outlined action in 2025). The Big Plan 3 had been worked on by partners and created using responses from children, young people, parents and carers. Tom Brailsford explained that there was also a detailed action plan in the very late stages of being finalised that underpinned this plan, which was being co-produced across the partnership.

Jo-Anne Sanders, Service Director, Learning and Early Support, presented the Panel with information on actions that would be taken to address improvements in Preparation for Adulthood (PfA):

Each area for improvement was planned on a quarterly basis. In the Autumn term the PfA work stream would be reviewed, publicly available information and guidance updated, and annual reviews looked at with a focus on transitions.

During the Winter and Spring a peer review with the Regional Sector-Led Improvement Team would generate recommendations and feedback to impact the PfA Action Plan. Existing Post-16 options included opportunities for volunteering, work placements and the SEND employment forum and work had already started with Post-16 providers and employers on improving the available pathways. In Spring there would be a focus on any gaps in terms of educational opportunities, to ensure greater opportunities for young people to move forward with their learning.

Partnership working with health services, therapies, social work and education would assist in making the transition to adulthood as smooth as possible.

Stewart Horn, Head of Children's Integrated Commissioning, advised the Panel on the plan for Waiting Times for health services for children. The Panel were informed that this area of improvement had been expected and was a common area for improvement for local authorities nationally. It was important to recognise limitations and avoid overpromising, given the resources available. Stewart Horn advised on actions on Waiting Times:

## Children's Scrutiny Panel - 17 October 2025

- A wheelchair service improvement plan was already underway and additional funding had been identified and provided by the ICB.
- Over winter, funding and contractual arrangements would be examined. There was work ongoing across West Yorkshire, with regional partners, around maximising and improving access to neurodevelopmental assessment.
- Work with health provider partners would take place to ensure that the data they provided was more accurate, timely, easy to understand, and available to those who needed it.
- In Spring, CAMH services and speech and language would be prioritised for improvement. The improvement programme would be developed from a child and family perspective.
- There were a range of early intervention and support services that could reduce the need for the clinical services, which also needed to be focused on, to ensure that the clinical services were used to maximum efficiency.
- Parents had asked for access to clear and easy to understand information about their position in the queue, and the waiting time until their assessment or service. Information would also be provided about what they could do to help themselves whilst they are waiting.
- In Summer 2026, intensive work with children and families around their mental health would commence, outcome measures for CAMHS would be reviewed and work on the wheelchair service improvements would continue.
- In Autumn 2026 work so far would be reviewed to find out what the impact had been. New ways of implementing therapy services would be developed (speech and language, physiotherapy and occupational therapy) to use expert staff in the best way.

Jo-Anne Sanders presented on improvements planned in relation to Education Health and Care Plans (EHCPs), which was a key focus for the Service and had previously been discussed at Scrutiny. The Panel noted that actions for EHCPs included:

- Timeliness had improved for initial EHCPs and this needed to be matched by progress with annual reviews.
- Currently Kirklees oversaw almost 5,000 EHCPs. In Autumn 2025 annual reviews were being prioritised for children and young people who were about to change phases, to ensure transitions were right for each individual.
- Investment had been made into a new information and case file management system. Reports were being developed so that, as with initial EHCPs, the annual review process could also be tracked to assist with prioritisation and timeliness.
- Schools were being consulted about their experience of the annual review process, at cluster meetings, SENCO networks, Headteacher forums and early years family hubs.
- To improve the quality of plans, the Envision 360 platform would be used to review each section ensure it reflected children's needs and partner's advice.
- Workforce development in response to baseline surveying would focus on shared understanding and good practice.
- The EHCP team would work with families to update plans.
- A further detailed plan should be in place by Winter 2026.

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Jo-Anne Sanders advised that there was a need to be realistic, that the annual reviews would not all be completed at the same time, and communication with families needed to be clear. The new case file management system featured tools which were being developed to help the service work well with partners, as well as with children and families. The Panel was informed that by Spring 2026 it was planned that the children and family portal would become live, enabling EHCPs to be viewed along with annual review documentation. It was hoped that this would positively impact co-production of plans, improve communication and enable amendments and comments to be added to plans.

The Panel were informed that practice standards across the partnership on EHCP reviews would be reviewed and learning from auditing would be fed back during practice progress events. The partnership would then seek feedback on the experience of young people and families to see if improvements had been made, and the parent carer forum would give feedback to inform the next stage.

Tom Brailsford presented the plan for improving communication, and highlighted the following key points:

- Investment had been made in expert communication help to develop a strong communications plan across partnerships as well as for parents.
- Families and partners would be updated about events and progress against the plan on the local offer.
- ISOS Partnership's "What Works in SEND" workshop would be delivered on good practice from other local authorities.
- A Youth Forum would be established.
- Consistency of communication would be enhanced with the new portal.
- In Winter a local offer live event would take place for people to share information, join workshops and meet other families.
- Develop training about "A day in the life of a carer" with PCAN for senior and all other teams, to understand how to communicate better and lessen the impact of stress on families.
- In Summer 2026 the Families Together gateway and local offer would be reviewed to see if one gateway could provide information, videos and self-help.
- Activity with partners, including the DfE and NHS England, would be reviewed. Tom Brailsford updated the Panel on next steps for governance, including reporting to the Health and Wellbeing Board, Cabinet and Children's Scrutiny. Senior Officers had met with NHS England and the DfE who had been positive about the Team's response post inspection and the Big Plan 3. They had felt it was a strong outcome and could see strength in the partnership. Big Plan 3 would be published imminently, and a more detailed action plan would be brought back to Scrutiny.

In response to questions, the Panel was informed that:

- Each LA had a DfE advisor and an NHS England advisor who worked across the country and shared their experience, to support and challenge. The DfE advisor for Kirklees had worked closely with the authority to help improve 20 week compliance on EHCPs, and on pre and post inspection work. Where excellent practice existed, the advisors spread awareness of this locally and

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nationally. For example, DfE policy writers would soon be producing guidance using its experiences with Kirklees's Additionally Resourced Provision arm of the Sufficiency Strategy. The results of DfE visits would be communicated via the local offer to update on progress. The role of the DfE advisor would also be to assist with reforms brought about by the forthcoming white paper.

- In response to a question on whether the dashboard for partners would integrate with the portal being set up for parents of children with SEND, Stewart Horn responded that while integration was always the aim, this was dependant on whether the systems worked well together. The aim of the partnership dashboard was to home in on the key metrics that measured progress and identify the issues that were most important to families. Each service area could have one or two important areas to track, and the dashboard would bring those together into one place to provide a single set of agreed data that would be used to monitor progress against national trajectories. The dashboard data would be meaningful for all partners and the professionals working together and could be simplified for parents and carers so they could also monitor progress. The aim was to be transparent and share data from the dashboard so that families can see their own waiting times as well as local and national data.
- Responding to a question regarding how a range of children's perspectives would be gathered, the Panel was informed that the finer detail was yet to be put in place but the approach would be to understand a range of views from different young people.
- Vicky Metheringham, Service Director, Child Protection and Family Support, advised in response to a question about the wheelchair service contract, that in addition to allocating short-term non-recurrent funding, there was the opportunity to do some progressive work through the planning round to make in-year contract variations, as well as looking at procurement of the next contract.
- In response to the Panel's question on how annual reviews were prioritised, and whether individual cases where parents felt plans needed reviewing urgently could be fast-tracked, the Panel was informed that there was the opportunity for parents to be able to call an early annual review, which was something the service was trying their best to accommodate, particularly where a substantial review had not taken place for two years. A detailed plan would be forthcoming, but assurance was given by Jo-Anne Sanders that a detailed plan was coming and that there was the ability to call for an early review.
- The Panel was informed, in response to a question regarding the satisfaction survey in Summer 2026, and the baseline used for this, that after each EHCP was issued, there was the opportunity for feedback. Feedback was also taken when the quality assurance framework was developed, which had also provided some survey outcomes. It was also possible that the results of the summer survey would provide a baseline with which to compare future data.
- In response to a question regarding the Youth Forum and how young people would be invited and engaged with, the Panel were advised that there was an established group of children and young people who the service had been working with but that the aim was to widen this out, using the "Our Voice" young people's involvement team and also involving the Youth Council.

### **RESOLVED –**

That the Panel noted the recommendations set out within the report and that officers be thanked for their contributions.

**29 Performance Data (Children's Services) - verbal update on highlights**

Robert Fordyce, Head of Service for Quality Assurance and Practice Development gave an update on performance data in response to questions from the Panel:

- Recorded completion rates of under-5 developmental checks appeared lower, but this was likely due to data entry gaps. Locala figures showed 97% of Children Looked After had assessments in Quarter 2 (Aug–Sep 2025). A joint health data group had been established to confirm what had accounted for this gap.
- Lower numbers of dental assessments were linked to carers not being asked regularly about checks and data not being logged. Heads of service would oversee improvements, ensuring carers are prompted in meetings and that completed checks were consistently recorded.
- Adoption figures had declined, reflecting national patterns, while special guardianship placements had increased. The New Beginnings model, which engaged families pre-birth, had led to more children remaining with their families. Where adoption was needed, carers were identified in partnership with One Adoption West Yorkshire.
- Demand for exploitation assessments had risen in August, not tied to a specific incident but linked to revised definitions and training. Numbers fluctuated but often rose after practice reviews. Weekly monitoring ensured overdue cases were addressed, and the exploitation screening panel provided oversight and a level of assurance.

Jo-Anne Sanders presented highlights on August data:

- The cumulative figure for initial EHCPs being undertaken within 20 weeks was 54.4%, compared to the national average last year of 45.9%.
- In June and July there were a significantly higher number of requests for EHCPs than in the previous quarter (125 in June, 137 in July). In answer to a question, the Panel were advised that this increase may have an impact on timeliness in the next quarter.
- Analysis was being done on where the request to assessments was coming from. There was a national trend in requests from parents and carers and this was also the case in Kirklees.
- A robust data dashboard for EHCPs was in place which would provide more detail around progress on annual reviews.
- Some health information was provided to partners on a quarterly basis as the process was manual, and it was in the plan to improve this.

**RESOLVED –**

That the verbal updates on performance data be noted and officers were thanked for their presentations.

**30 Pre-decision scrutiny - Cabinet decisions on the horizon**

Councillor Rylah, Cabinet Member for Education, updated the Panel on Cabinet priorities for education which were:

## Children's Scrutiny Panel - 17 October 2025

- Securing sufficient learning places, with priority for SEND pupils, Joseph Norton Academy and Woodley School and College.
- Increasing opportunities for young people Post-16.
- Embedding cluster working within the schools to provide greater support for children with SEND.
- Improving the quality and timeliness of EHCP annual reviews.
- Preparing for the White Paper on SEND reform, which would be published this winter.

### **RESOLVED –**

That the Panel noted the update on Cabinet priorities.

### **31 Feedback from Panel Members on issues considered by Kirklees Parenting Board**

Councillor Kendrick, Cabinet Member for Children's Services, updated the Panel on the recent Kirklees Parenting Board Meeting, held on 16<sup>th</sup> September 2025, which looked at the Fostering Strategy.

The Care Experienced representatives had raised the lack of reciprocal arrangements. Where care leavers lived outside Kirklees they could not necessarily take advantage of provision offered within Kirklees. Cllr Kendrick and Tom Brailsford had undertaken to take this forward.

The next meeting would be a takeover meeting by young people, with a later start time to enable more young people, who attended college, school or work in the daytime, to be participants.

### **RESOLVED –**

That Tom Brailsford and Councillor Kendrick explore opportunities for reciprocal arrangements for care leavers with other local authorities as part of the work of the Kirklees Parenting Board.

### **32 Work Programme and Agenda Plan for 2025/26**

The Panel discussed the delay in the government's White Paper on SEN Reform and acknowledged that the paper may not be published in time for a report to be brought to the next meeting in December as planned. The Chair agreed that the timescale on this would be flexible, and Officers undertook to bring a response to the paper at a future meeting.

### **RESOLVED:**

- (1) That the progress on the Work Programme and Agenda Plan for 2025-26 be noted.
- (2) That the report in response to the White Paper on SEND Reform would be considered by the Panel once it had been published.

<b>KIRKLEES COUNCIL</b>			
<b>COUNCIL/CABINET/COMMITTEE MEETINGS ETC</b>			
<b>DECLARATION OF INTERESTS</b>			
Childrens Scrutiny Panel			
<b>Name of Councillor</b>			
<b>Item in which you have an interest</b>	<b>Type of interest (eg a disclosable pecuniary interest or an "Other Interest")</b>	<b>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]</b>	<b>Brief description of your interest</b>

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: An update on the anticipated ‘Schools White Paper’ in relation to national reforms to the SEND system**

<b>Meeting:</b>	<b>Children’s Scrutiny</b>
<b>Date:</b>	<b>11<sup>th</sup> December 2025</b>
<b>Cabinet Member (if applicable)</b>	<b>Cllr Viv Kendrick – Children’s Services Cllr Jane Rylah - Education</b>
<b>Key Decision Eligible for Call In</b>	<b>No – This is not a decision</b>
<b>Purpose of Report : This is to provide Scrutiny with an update in relation to the ‘Schools White Paper’ in relation to SEND reforms that was expected to be published in the Autumn of 2025</b>	
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>To note the letter issued by the Secretary of State for Education sent to the Select Committee in response to their report ‘Solving the SEND Crisis’</li> <li>To agree to a further report at a future panel meeting after the White Paper is published.</li> </ul> <p><b>Reasons for Recommendations</b></p> <ul style="list-style-type: none"> <li>A White Paper was expected in the Autumn of this year, however, the Secretary of State for Education in a letter to the Select Committee sent on the 22<sup>nd</sup> October explained that this was to be postponed to the new year. In line with Scrutiny Panel’s ongoing work plan officers want to provide the detail of what is outlined in the letter and agree to bring a comprehensive update once the White Paper has been published.</li> </ul>	
<b>Resource Implications:</b> Not Applicable	
<b>Date signed off by <u>Executive Director</u> &amp; name</b>	Tom Brailsford – Executive Director for Children and Families – 28 <sup>th</sup> November 2025
<b>Is it also signed off by the Service Director for Finance?</b>	N/A
<b>Is it also signed off by the Service Director for Legal Governance and Commissioning (Monitoring Officer)?</b>	N/A

**Electoral wards affected:** ALL

**Ward councillors consulted:** N/A

**Public or private:** Public

**Has GDPR been considered?** Yes

## 1. Executive Summary

It has been acknowledged that the current system for supporting children and their families with additional needs is complex and is need of reform. National Government outlined their commitment to review and propose change through a White Paper. This was originally anticipated in the Autumn of 2025. The Education Select Committee published a report [Solving the SEND Crisis](#) on 18th September 2025, and on 22nd October 2025, the Secretary of State for Education wrote to the chair of the Select Committee in response explaining:-

*'we will bring forward a full Schools White Paper early in the new year, underpinned by our belief that high standards and inclusion are two sides of the same coin.'*

This report is to update Scrutiny Panel.

## 2. Information required to take a decision

The 'Schools White Paper' will be the vehicle for proposals to reform the SEND system and is anticipated now in early 2026. The Secretary of State's letter is attached in full at Appendix 1, of note are the principles that are outlined which will underpin proposed reforms.

### ***'Principles for SEND reform***

1. **Early.** *Children should receive the support they need as soon as possible. This will start to break the cycle of needs going unmet and getting worse, instead intervening upstream, earlier in children's lives when this can have most impact.*
2. **Local.** *Children and young people with SEND should be able to learn at a school close to their home, alongside their peers, rather than travelling long distances from their family and community. Special schools should continue to play a vital role supporting those with the most complex needs.*
3. **Fair.** *Every school should be resourced and able to meet common and predictable needs, including as they change over time, without parents having to fight to get support for their children. Where specialist provision is needed for children in mainstream, special or Alternative Provision, we will ensure it is there, with clear legal requirements and safeguards for children and parents.*
4. **Effective.** *Reforms should be grounded in evidence, ensuring all education settings know where to go to find effective practice that has excellent long-term outcomes for children.*
5. **Shared.** *Education, health and care services should work in partnership with one another, local government, families, teachers, experts and representative bodies to deliver better experiences and outcomes for all our children.'*

When considering these principles alongside the aspirations and approaches the Kirklees Local Area Partnership holds and is taking forwards as part of our SEND 'Big Plan' and 'Our Kirklees Futures' Learning Strategy, there appears to be synergy.

Examples of this include;

- Our Cluster Communities and strengths in Early Years support
- The investment in Specialist Outreach teams
- Our investment in securing sufficient learning places by rebuilding and growing 2 of our Special Schools, introducing more Additionally Resourced Provisions and commissioned Alternative Provision.
- Our already strong Local Area Partnership

When the White Paper is published it will be important to continue to work together with our families to consider its implications. We will begin to plan for this as further details emerge.

### **3. Implications for the Council**

#### **3.1 Council Plan**

Our SEND Big Plan aligns with our Council Plan, it explains that together we've always tried and will continue to make sure that every child has the best possible start in life and achieve their best. We know that there are always opportunities to improve how we do that - sometimes that's doing more, but often it's about doing things differently.

We're ambitious for children, young people and parents and carers in Kirklees. We're trying to make sure we support children and families at the earliest opportunity; our young people go to school in Kirklees with positive results; there's a consistent and inclusive offer; and whatever our young people are interested in, we want them to excel.

#### **3.2 Financial Implications**

N/A

#### **3.3 Legal Implications**

N/A

#### **3.4 Climate Change and Air Quality**

N/A

#### **3.5 Risk, Integrated Impact Assessment (IIA) or Human Resources**

N/A

### **4. Consultation**

We have been working across our partnership since the inspection to reflect on the outcome and take feedback as we develop the post inspection plan. We have taken advice and feedback from our assigned DfE Advisor and our assigned NHS England Advisor to ensure that the plan is fit for purpose, as well as ensuring we can take opportunities to fold in activity that will help us to improve.

### **5. Engagement**

We have worked across the partnership to develop the plan and will provide regular updates on progress on a quarterly basis.

We will meet regularly with the Department for Education, NHS England and our Parent Carer forum representatives for challenge and support and we'll give public updates 4 times a year.

Consistency of experience across the partnership – making sure we do the right things at the right time for and with people in Kirklees is key. We'll use the 'measures' in the action plan above to help understand progress and challenges. We'll use the things our children, young people, parents and carers tell us to help change what we do and how we do it.

The work will be overseen by the Health and Wellbeing Board which has senior people from across our partnership. These include Councillors, the Voluntary sector, Police and Health as well as Council Services.

We will report into the Council's chief executive and directors every 6 weeks as well as reporting progress and challenges with our partners including the ICB, Education and our cross-partner Transformation and Commissioning Group.

The day-to-day work will be managed by the SEND transformation programme board. We're extremely ambitious for our children, young people and families in Kirklees. The inspectors noticed our passion to make a difference and we're calling on all our partners to use all our joint energy to turn the Big Plan part 3 into reality.

## **6. Options**

### **6.1 Options considered**

N/A

### **6.2 Reasons for recommended option**

N/A

## **7. Next steps and timelines**

We will begin to plan for engagement sessions across the Local Area Partnership so that we may work through the content of the White Paper when it is published in order that we can fully consider together what's outlined and how we can plan next steps together. We will welcome the involvement of the Children's Scrutiny Panel activity to support these sessions.

## **8. Contact officer**

Jo-Anne Sanders – Service Director (Learning and Early Support)

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

SEND Big Plan - [SEND - The Big Plan! | How we plan for SEND | Kirklees SEND Local Offer](#)

Our Kirklees Futures - [Our Kirklees Futures | Kirklees Council](#)

## **10. Appendices**

The letter from the Secretary of State for Education is attached in full at Appendix A.

## **11. Service Director responsible**

Jo-Anne Sanders – Service Director (Learning and Early Support)



## Department for Education

The Rt Hon Bridget Phillipson MP  
Secretary of State for Education

Chair of the Education Select Committee  
Helen Hayes MP  
By email: [educom@parliament.uk](mailto:educom@parliament.uk)

22 October 2025

Dear Helen,

I am writing to thank you for your report published last month, [Solving the SEND Crisis](#), and to provide an update on my department's next steps.

You rightly point to a system that requires decisive, long-term change and emphasise that reforms must rebuild the trust and confidence of children, young people, and families. I agree that we must move towards a system where high quality support is provided as soon as a need is identified, rather than only once an EHC plan is in place, and that responding to the needs of children with SEND must become an intrinsic part of the mainstream system, rather than something additional. Your report contains a number of thoughtful recommendations which my department is considering carefully, and I also want to ensure we're able to fully consider recent publications from the Children's Commissioner and organisations including IPPR and Sutton Trust. We will respond in full to your report in due course.

It will be crucial to build a consensus around the reforms we want to bring. My ministers and I have been engaging extensively with families and experts over recent months – and Minister Georgia Gould is now at the forefront of that work. Through that engagement we have made a great deal of progress on plans to build a truly inclusive system. We have already:

- Created new places in special schools, collectively creating 10,000 new school places for children with SEND, as part of a £740m capital investment to deliver adaptations and expand specialist units in mainstream settings.
- Invested in multi-million-pound programmes, such as Partnerships for Inclusion of Neurodiversity in Schools (PINS) and Early Language Support for Every Child (ELSEC), that bring together central and local government, schools and parents to test and learn new ways to improve outcomes for children and young people with SEND.
- Updated inspection frameworks so Ofsted will hold leaders to account for inclusion. For the first time, they have set out an explicit focus on inclusion in their new framework, gathering evidence on factors from school culture to assessment of need.

To help us deliver the most effective set of reforms we can, I have taken the decision to have a further period of co-creation, testing our proposals with the people who matter most in this reform – the families – alongside teachers and other experts as you highlight in the Select Committee’s report. We will bring forward a full Schools White Paper early in the new year, underpinned by our belief that high standards and inclusion are two sides of the same coin.

Through this period of co-creation with parents, educators, experts and representative organisations, we will test policy options being considered and seek views through listening sessions in every region of the country, and fortnightly Ministerial meetings with key parent and expert groups. We will publicise these events clearly across the department’s channels to ensure that we reach as many people as possible. This builds on the constructive dialogue we have already undertaken, which has helped inform the principles guiding our approach. I will continue to listen directly to those working within the system, ensuring that our policy development is grounded in lived experience and fosters a culture of shared learning and constructive challenge.

Our SEND reforms will be underpinned by the five principles below. I hope that by sharing these now I can provide some clarity on the direction of our approach, and generate debate about how we can meet the objective that your report outlines and that I share: *“a reform programme which will put children and young people with SEND back at the centre of our education system, and in doing so, deliver benefits for the system as a whole”*.

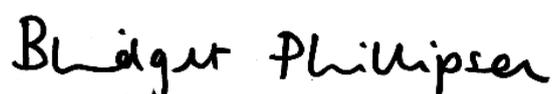
### **Principles for SEND reform**

1. **Early.** Children should receive the support they need as soon as possible. This will start to break the cycle of needs going unmet and getting worse, instead intervening upstream, earlier in children’s lives when this can have most impact.
2. **Local.** Children and young people with SEND should be able to learn at a school close to their home, alongside their peers, rather than travelling long distances from their family and community. Special schools should continue to play a vital role supporting those with the most complex needs.
3. **Fair.** Every school should be resourced and able to meet common and predictable needs, including as they change over time, without parents having to fight to get support for their children. Where specialist provision is needed for children in mainstream, special or Alternative Provision, we will ensure it is there, with clear legal requirements and safeguards for children and parents.
4. **Effective.** Reforms should be grounded in evidence, ensuring all education settings know where to go to find effective practice that has excellent long-term outcomes for children.

5. **Shared.** Education, health and care services should work in partnership with one another, local government, families, teachers, experts and representative bodies to deliver better experiences and outcomes for all our children.

In the coming weeks, Professor Becky Francis will publish the Curriculum and Assessment Review, and the government will publish its response. In it we will set out how we will ensure every child and young person, including those with SEND, receives a high-quality education supported by a curriculum that gives them the knowledge and skills they need to thrive and adapt in the future.

I am acutely aware that our reforms to SEND are some of the most critical this Government will deliver, and that is why it is so essential that we take the time to listen and get it right. I am more determined than ever to transform a system that is letting down our children and look forward to continuing to work with you as we move towards publication of our plans. Given the interest in this topic, I intend to make this letter public. Thank you once again for your important intervention.

A handwritten signature in black ink that reads "Bridget Phillipson". The signature is written in a cursive, slightly slanted style.

**The Rt Hon Bridget Phillipson MP  
Secretary of State for Education**

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**REPORT TITLE: Education Health and Care Plans - Compliance, Mediation, Tribunals and Complaints and Compliments**

<b>Meeting:</b>	Childrens Scrutiny Panel
<b>Date:</b>	11 <sup>th</sup> December 2025
<b>Cabinet Member</b> (if applicable)	Cllr J Rylah Cllr V Kendrick
<b>Key Decision Eligible for Call In</b>	No N/A
<p><b>Purpose of Report</b> To update Children’s Scrutiny Panel members on Education Health and Care Plans; Compliance, Mediation, Tribunals and Complaints and Compliments.</p> <p>To set out the position across Kirklees and compare this with nationally available data. This report is focused on new Education Health and Care Plans (EHCPs) and shows current local challenges are reflective of the national picture,</p>	
<p><b>Recommendations</b> That Scrutiny members note current performance, areas of challenge, and planned improvements.</p> <p><b>Reasons for Recommendations</b> The ‘Big Plan’ our SEND Transformation programme is complex, extensive and has a range of projects at various stages of maturity to be delivered by 2030. Quality and compliance is a key project within that work and has EHCPs as a critical focus working with partners across the SEND system to make a difference for our children and families. Some aspects of council performance are within our control whilst others are not.</p> <p>Scrutiny support moving forward would provide added value.</p>	
<p><b>Resource Implications:</b> Capacity of officers &amp; partners</p>	
<b>Date signed off by <u>Executive Director</u> &amp; name</b>	Tom Brailsford 28/11/25
<b>Is it also signed off by the Service Director for Finance?</b>	Shared for info Kevin Mulvaney
<b>Is it also signed off by the Service Director for Legal Governance and Commissioning (Monitoring Officer)?</b>	Shared for info Samantha Lawton

**Electoral wards affected:**

All Wards

**Ward councillors consulted:**

N/A

**Public or private:**

Public

**Has GDPR been considered?**

Yes – all data referenced is anonymised and compliant with GDPR

**1. Executive Summary**

Kirklees is passionate about making a difference for and with our children, young people and their families with additional needs and has a set of inclusive ambition which are set out in the SEND 'Big Plan'.

The 'Big Plan 3' was published by the Kirklees Local Area SEND Partnership in October 2025 outlining the work taking place to develop SEND services and highlights what will be happening next following the Local area SEND inspection in June 2025.

[SEND – The Big Plan Part 3 SEND inspection – what we're doing next | How we plan for SEND | Kirklees SEND Local Offer](#)

This report will set out the position across Kirklees and compare this with nationally available data. Our local challenges are reflective of the national picture, and, as has been recognised reform is required to support children and young people with SEND to get the help they need.

Research produced by Isos Partnership, commissioned by the Local Government Association (LGA) and County Councils Network (CCN), *Towards an effective and sustainable approach to SEND in England* (July 2024) has recently been revisited to understand the picture of the SEND system one year further on and includes commentary on what the latest trends means for national and local policy and the implications for public services, businesses and communities. *How we got to crisis point, and why we need reform of the system* (November 2025).

[Publications — Isos Partnership](#)

For this report the data benchmarking will be referenced from the SEN2 data (2024). This is the UK Department for Education's annual data collection on children and young people (age 0-25) who have an EHCP as of January each year. All Local Authorities are required to submit SEN2 returns and include the following Key Measures:

- Number of new EHC plans issued
- Number of existing plans maintained
- Placements (where children with EHC plans are educated)
- Timeliness of assessments
- Demographics such as age, gender and ethnicity.

The latest release was published 26 June 2025 and headline facts and figures show that nationally the number of EHC plans at the end of the calendar year 2024 (638,745) was 10.8% higher than 2023 (576,474), with the number of requests for an EHC needs assessment 11.8%

higher than in 2023. The percentage of new plans issued in 2024 nationally within 20 weeks statutory time scales was 46.4% which was a decrease from 50.3% in 2023.

In Kirklees, the headline facts and figures show that the number of EHC plans at the end of the calendar year 2024 (4,475) and 8% higher than 2023 (4,125), with the number of requests for an EHC needs assessment in 2024 (771) 29.47% lower than in 2023 (1037). Percentage of new plans issued locally within cumulative 20 weeks statutory time scales was 22.9% (2024) which shows an 9.9% increase from 13% in 2023. However, whilst 13% was submitted for 2023 local quality assurance checking highlighted that the figure was lower.

Whilst we are not at the end of the calendar year, the year-to-date position monitored monthly shows that cumulative compliance currently is at 57.4% (as at October 2025). This is higher than the national average reported in SEN2 at 45.9%, with a total of 5032 plans maintained by the Local Authority.

Measure	Kirklees 2023	Kirklees 2024	National 2023	National 2024
Total Number of EHC Plans	4125	4475	576,474	638,745
Total number of EHCP assessment requests	1037	771	138,242	154,489
Total number of plans issued	592	785	80,945	90,392
Total number of plans issued within 20 weeks (including exceptions)	180	77	39,784	41,448
% of EHCP plans issues within 20 weeks (including exceptions)	13%	22.9%	49.1%	45.9%

**Source:** Explore Education Statistics – Education Health and Care Plans – DfE.

**Note:** Return year refers to position at the end of the calendar year (e.g. 2023 refers to 1<sup>st</sup> January 2023 to 31<sup>st</sup> December 2023)

[Education, health and care plans, Reporting year 2025 - Explore education statistics - GOV.UK](#)

In September 2024 the EHCP (Education Health and Care Plan) Team transitioned to a new staffing model, implementing new and additional roles that supported improved ways of working. This included two dedicated place based area teams (North and South), a Complaints and Compliance, and Tribunals and Placements teams.

Like many other Local Authorities Kirklees has faced challenges in recruiting and maintaining staff within the EHCP Team. However, the team has begun to be an established team, with a comprehensive induction for new starters, supportive supervisions, My conversations and a dedicated Learning and Development pathway in place.

The new ways of working and with the investment and transition to a new casework system Liquid Logic (in November 2024) has supported the partnership to improve timeliness of EHCPs from request to a Final Plan, delivering improved support for children and families and significantly supported increased statutory compliance. The function of the EHCP Team is to coordinate the statutory duty of the Local Authority for ensuring children and young people with SEND receive the support they are legally entitled to, from identification through to provision and review.

The improvements have been a shared approach with partners across the system and with their commitment to the Quality and Compliance Governance Group, chaired by the Head of Service, has driven improvements through task and finish groups. These have included quality assurance, transfer to a better IT system, new decision-making panels and system models of working.

We do recognise there is still lots to do to, but we believe we have created the right conditions to continue to improve performance in line what has been set out in Big Plan 3.

## 2. Information required to take a decision

### 2.1 SEND Code of Practice

EHCPs are a key provision of the Children and Families Act 2014, which reformed support for children and young people with SEND. They are guided by the SEND code of practice which is the statutory guidance for all partners that work with and support children and young people with SEND, including and not exhaustive to Local Authorities, governing bodies of schools, further education and sixth form colleges, early years providers, Health Services and the First-tier Tribunal. It sets out the legal framework for assessing, planning, and delivering support to ensure that children and young people with (aged 0-25 years) receive where appropriate, the necessary education, health, and social care to meet their individual special educational needs.

The guidance is a comprehensive document which includes chapters on working together across education, health and care for joint outcomes with specific sections for the Local Offer, Early years providers, Schools, Further education and preparing for adulthood. Where appropriate, references are made in the Code of Practice to other relevant legislation and related guidance for organisations to consider, for example 'Working Together to Safeguard Children'.

Principles underpinning the legislation and guidance are set out in the Code of Practice for the Local Authority, Education providers and Health Services to ensure that children, their parents and young people are involved in discussions about their individual support and about local provision. Parents and children's views are important during the process of carrying out an EHC needs assessments and drawing up an EHC plan. Local Authorities and Education providers should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and acted upon.

Chapter 9 of the Code of Practice covers all the stages in the statutory assessment and planning and preparing the EHC plan, and guidance on related topics. This includes but is not exhaustive to when a local authority must carry out an EHC needs assessment and prepare an EHC plan including timescales, how to write a plan, requesting a particular education provider, and finalising and maintaining an EHC plan. The statutory time frames from the point an assessment is requested until the final EHC plan is issued, must take no more than 20 weeks unless there are exceptional circumstances where it may be reasonable to consider specific exemptions stated in the Code of Practice (page 154: SEND Code of Practice).

The purpose of the EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes across education, health and social care and, as they get older, prepare them for adulthood.

The Special Educational Needs and Disability Code of Practice states '*It is helpful for local authorities to set up moderating groups to support transparency in decision making. Such groups can improve the consistency of decision making about whether to carry out an EHC needs assessment and whether to issue an EHC plan*' (9.60, SEND Code of Practice). In Kirklees we have 2 types of SEN panels:

- EHC Needs Assessment Panel
- EHC Decision to issue and Type Panel

Both panels meet weekly, and members include a Senior EHCP Team Manager (Chair), representation from Educational Psychology, Social Care, Health, Commissioning and SEN Support Services, who all contribute using the legal test to inform the decision making. EHCP Caseworkers act as a keyworker for children, young people and their families and are in regular contact with the families. They take responsibility for ensuring that all appropriate contributions, representations, views, wishes and professional assessments and reports are available to Panel Members prior to presenting at the panel. Following the panel meeting, the EHCP Caseworker will confirm all decisions to the family within 2 working days. (Appendix 1: Terms of Reference for the EHCP Decision Making Panel).

The format of an EHC plan can be agreed locally, however as a statutory minimum, EHC plans must include the following sections as stated in The Special Educational Needs and Disability Code of Practice:

**Section A:** *The views, interests and aspirations of the child and his or her parents or the young person.*

**Section B:** *The child or young person's special educational needs.*

**Section C:** *The child or young person's health needs which are related to their SEN.*

**Section D:** *The child or young person's social care needs which are related to their SEN or to a disability.*

**Section E:** *The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early year's provider, school, college or other education or training provider.*

**Section F:** *The special educational provision required by the child or the young person.*

**Section G:** *Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.*

**Section H1:** *Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.*

**Section H2:** *Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.*

**Section I:** *The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).*

**Section J:** *Where there is a Personal Budget, the details of how the Personal Budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified.*

**Section K:** *The advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information*

*In addition, where the child or young person is in or beyond Year 9, the EHC plan must include (in sections F, G, H1 or H2 as appropriate) the provision required by the child or young person to assist in preparation for adulthood and independent living, for example, support for finding employment, housing or for participation in society.*

The format of the Kirklees Education Health and Care Plan can be found at Appendix 2.

Further details regarding EHCP statutory duty and processes can be found in the SEND Code of Practice:

[SEND code of practice: 0 to 25 years - GOV.UK](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)

## 2.2 EHCP Compliance and Timescales – October 2025

As of the end of October 2025, there were 5032 children and young people with an EHCP in Kirklees, compared to 4709 in October 2024. Month on month 20 week compliance has risen from 10% in October 2024 to 60% in October 2025, with September being the highest month at 79.5% within the 12 month period.

The Calendar year cumulative of EHCPs issued within 20 weeks has increased from 23.3% in October 2024 to 57.4% in October 2025, which is above the national average published in the SEN2 data (June 25) of 46.4%.

	October 2024	October 2025	% Increase
<b>Number of children with an EHC Plans</b>	4709	5032	6.63%
<b>Percentage of plans issued within 20 weeks (monthly)</b>	10%	60%	50%
<b>Calendar year cumulative EHCP issued within 20 weeks</b>	23.3%	57.4%	34.10%

The Kirklees Local Area SEND Partnership is really proud of the improvements achieved in relation to EHCPs. This is not simply about improvements in timeliness but importantly the quality of the plans which has been supported by a range of developments across the wider SEND system.

The EHCP Team have restructured, with additional resource and a strategic change of functions to create dedicated teams around key areas to provide a more efficient response. A weekly performance clinic chaired by the Strategic Lead is embedded to provide support and challenge and drive performance and better outcomes for our children, young people and their families. A learning and development pathway for staff has now been introduced to ensure staff are supported and receive appropriate opportunities for training and learning.

Casework quality has improved, and with the investment of Invision 360, a comprehensive quality assurance digital tool, we now have a 'real-time' view of EHCP quality across all audited plans, giving instant quality oversight. Strategic Leaders across the Education, Health and Social Care partnership have attended training and are committed to auditing several EHCPs each month.

Audits are conducted on each section of the EHCP, based on an evaluation criteria linked to the Code of Practice, which allows identification for specific areas of good practice or where improvements are required and the opportunity to target learning and developing themes. The built in benchmarking functionality also compares Kirklees EHCP quality against other local authorities nationally and regionally.

EHCP processes have been overhauled and streamlined, including multi-disciplinary decision-making panels to strengthen informed decision making and improved joint understanding and ownership are now embedded.

The implementation of a new IT system, Liquid Logic has significantly supported the improvement to timescales as caseworkers and managers now have a much-improved grip and oversight of cases as they progress through the 20-week statutory timescales, which the previous system did not enable. This has been a huge investment in resources, time and energy, we do acknowledge there are further developments for the system and there are plans in place to make available additional functionality for partners and parents in line with the SEND Big Plan 3 timescales.

### 2.3 Resolutions (Compliments and Complaints)

As part of the EHCP Team new way of working there is now a specific 'Resolution Team' led by a Team Manager that has a targeted focus on complaint resolution. A new process was put in place to deal with the complaints and a shift to an individualised approach has supported the timeliness in responding, we do still recognise that there is work to do to improve the timeliness of responding fully to complaints.

As part of the improvement journey we recognise where people are dissatisfied, complaints are now being recorded comprehensively and monitored regularly, enabling analysis of the data, building on shared learning across the partnership with a learning and development pathway implemented for the EHCP Team and wider colleagues.

The Resolution Team at the end of October had 35 live complaints (not including Tribunals). This is less than 1% of the total active EHCPs (5032) and is showing a steady decrease from previous months.

The reasons for complaints have taken a shift since the improvements in statutory compliance. Previously many of the complaints related to the non- adherence to statutory compliance when performance was poor, now we are seeing this shift, with the analysis shown below of the most recent months data.

	September 2025	October 2025
Annual Review	1	3
Timeliness of Assessment	2	2
Tribunal Actions	0	0
Provision	5	3
Placement	3	6
Content of Plan	2	0
EOTAS	3	5
SEND General	10	15
Transport	1	1

**Note:** SEND General relates to where several reasons have been raised and includes requests for SARs (Subject Access Requests).

With the decrease in complaints, we are beginning to see some welcomed compliments received into the EHCP Team in recognition of their passion and commitment to making a difference for and with our children, young people and their families with additional needs

*I would like to express our deepest gratitude to 'X' for the incredible work 'x' has done in writing and coordinating .X' EHCP. 'X' has shown exceptional dedication, patience, and professionalism throughout the entire process.*

*Her ability to understand 'X' needs, listen to our concerns, and translate everything into a clear, thoughtful, and supportive plan has meant so much to our family. 'X' went above and beyond to ensure that every detail was considered and that 'X' voice—and ours—was truly heard.*

*We are extremely grateful for her compassion, her expertise, and the time she invested to create an EHCP that genuinely reflects 'X' strengths and the support he needs to thrive.*

*Thank you, 'X' for making such a meaningful difference. Your hard work and commitment have had a real impact on our family, and we appreciate you more than words can say.*

*'A Parent: November 2025)*

## **2.4 EHCP Mediations**

EHCP Mediation is a formal, impartial process that aims to resolve disagreements between parents/young people and the Local Authority about aspects of the EHCP, without immediately going to the SEND Tribunal, bringing the two parties together to clarify the issues and reach a resolution.

We aim to resolve issues informally first and if not possible, mediations follows. If that fails parents have the right to take the matter to a tribunal.

Kirklees commissions Global Mediation as the independent third-party provider for the services.

Parents and young people who wish to make an appeal to the Tribunal may do so only after they have contacted an independent mediation adviser and discussed whether mediation might be a suitable way of resolving the disagreement.

The parent or young person's use of mediation is voluntary and at all stages of a mediation, the Local Authority should be actively working with families in an informed and transparent manner to attempt to resolve the dispute prior to a First-tier Tribunal or reduce the number of issues that may be subject to appeal following mediation.

National data on Education, Health and Care Plan (EHCP) mediation is published annually by the Department for Education (DfE) through the SEN2 data collection. It shows how many mediation cases are registered, how many agreements are reached, and how many proceed to tribunal. The latest official statistics (2025 release) confirm that mediation remains a growing part of the EHCP dispute resolution process, though tribunal appeals continue to rise.

Nationally there were 154,500 requests for EHC needs assessment received during 2024 and this resulted in:

- 10,500 mediations related to the decision not to conduct an EHC needs assessment, 6.8% of all requests.
- 4,700 tribunals related to the decision not to conduct an EHC needs assessment, 3.0% of all requests.
- Of the 10,500 mediations, 1,500 were subject to a tribunal following this mediation, 1.0% of all requests.

In the period from 1<sup>st</sup> August to 30<sup>th</sup> October 2025, 75 mediation requests were received for Kirklees and there are currently 11 live mediations.

DNTA (Decision not to assess)	DNTI (Decision not to issue)	Content	Cease/other
43	16	15	1

## 2.5 SEND Tribunals

A SEND Tribunal is an independent legal body that is responsible for handling appeals against local authority decisions regarding special educational needs, including a refusal to:

- assess a child or young person’s educational, health and care (EHC) needs
- reassess their EHC needs
- issue an EHC plan
- change what’s in a child or young person’s EHC plan
- maintain the EHC plan

Nationally in the academic year 2023/24 His Majesty’s Courts and Tribunals Service (HMCTS) Recorded 21,100 registered appeals in relation to SEND, an increase of 55% compared to the previous year.

In the same period, 17,000 SEN appeals were ‘disposed’ of by HMCTS for the Special Educational Needs and Disability Tribunal (SENDIST). Of the 21,100 registered SEN appeals in 2023/24. 27% were against ‘refusal to secure an EHC assessment’ whilst a total of 62% were in relation to the content of the EHC plan.

Locally, Kirklees have also experienced a rise in the number of appeals received and in 2023/24 had 91 appeals recorded with HMCTS which relates to 1.9% of the total EHCPs, and an increase of 0.7% from the previous year. When comparing this with the national data, this demonstrates locally we are not out of kilter with what is happening across the country. Learning is taken from Tribunals to improve practice across the SEND partnership.

<b>Breakdown of types of Tribunals Appeals 2023/24</b>				
	DNTA (Decision not to assess)	DNTI (Decision not to issue)	Content	Cease/other
<b>Nationally</b>	5699 (27%)	1688 (8%)	13086 (62%)	633 (3%)
<b>Kirklees</b>	17 (18%)	9 (10%)	64 (69%)	3 (3%)

When analysing the current year’s data so far, Kirklees have already received 166 Tribunal Appeals for 2024/25 and relate to decision not to assess (DNTA), decision not to issue (DNTI) and content been significantly higher. This is 3.29% of the total current EHCPs.

<b>Breakdown of types of Tribunals Appeals 1<sup>st</sup> January to 31<sup>st</sup> October 2025</b>				
	DNTA (Decision not to assess)	DNTI (Decision not to issue)	Content	Cease/other
<b>Kirklees</b>	56 (33%)	37 (22%)	69 (42%)	4 (3%)

**Note:** Comparative national data for this period won’t be available until January 2026

The SENDIST workload is growing and as such the length of time from logging an appeal through to hearing takes approximately 14 months. Therefore, during the time families are waiting in Tribunal Appeal circumstances may change and directly impacts the DNTA Appeals, as the Local Authority concedes a high number of these appeals during the timeframe. The

reasons for this mostly relates to new or additional evidence been provided or a change in circumstances.

In the quarter period ending September 2025 for Kirklees:

- There were 185 DNTA decisions made of which 28 (15%) of these resulted in a tribunal appeal. In the same timeframe, 9 of these were overturned (5%).
- There were 104 DNTI decisions made of which 16 (15%) of these have resulted in a tribunal appeal. In the same timeframe, 0 of these were overturned (0%).

It is recognised that the Tribunal process can be a difficult and lengthy process for all parties, especially parents. Kirklees continues to work with parents appropriately and transparently throughout. It should be noted that the tribunal's purpose is to apply SEND law.

### **3. Implications for the Council**

#### **3.1 Council Plan**

In Kirklees, in line with the Council Plan, we are striving to improve performance in relation the EHCP process by getting the basics right with a view to ensure every child has the best start in life. EHCPs are one important part of the complex SEND system. There is still more to do, but clear plans are in place to continue to enable the right support at the right time is available for our families.

#### **3.2 Financial Implications**

There has and continues to be investment made by the Local Area, not only in relation to improved systems and additional staff to meet the volume of EHCPs we are working with, but also in provision to meet the needs of our children with additional needs, for example, the rebuilding of 2 of our Special Schools, investment in the creation of more Additionally Resourced Provisions, Special School Satellites and Alternative Provision.

#### **3.3 Legal Implications**

The Council must comply with the Children and Families Act 2014 and SEND Code of Practice.

#### **3.4 Climate Change and Air Quality**

No implications

##### **3.4.1 Risk, Integrated Impact Assessment (IIA) or Human Resources**

### **4. Consultation**

The SEND programme constantly scans the national picture for innovation and opportunities. It is involved in a range of groups, including but not limited to Local Government Association (LGA) Local Authorities Safety Valve group which involves Directors and Section 151 officers; Regional and National Association of Directors of Children's Services (ADCS) group; A Safety Valve group of circa 20 Local Authorities instigated by Kirklees that reaches wider than the region.

This intelligence is further continued to be supported by the DfE and NHS England via regular meetings and additional direct engagement.

Leadership and connectivity from a political, strategic and operational viewpoint across the Local Area Partnership is critical to the success of our work. Scrutiny is a vital part of this, particularly as we move forward.

## **5. Engagement**

The SEND programme has co-production and engagement as a core value and approach. Young people, Our Parent and Carer Forum (PCAN), Health partners, Schools and education settings are integral to creating and implementing strategic approaches. For example, young people / partners including PCAN have coproduced our 'Big Plan' of which Quality and Compliance – 'are we getting it right' is a key component.

## **6. Options**

### **6.1 Options considered**

N/A this report sets out performance information.

### **6.2 Reasons for recommended option**

## **7. Next steps and timelines**

The SEND programme, and in particular the quality and compliance work, is complex, extensive and has a range of projects at various stages of maturity.

Scrutiny support is requested moving forward to help increase system awareness, understanding and ownership.

## **8. Contact officer**

Michelle Lister - Head of Service, Early Support and EHCP Team

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

[SEND – The Big Plan Part 3 SEND inspection – what we're doing next | How we plan for SEND | Kirklees SEND Local Offer](#)

[SEND code of practice: 0 to 25 years - GOV.UK](#)

[Education, health and care plans, Reporting year 2025 - Explore education statistics - GOV.UK](#)

## **10. Appendices**

Appendix 1 - Terms of Reference for the EHCP Decision Making Panel

Appendix 2 - Kirklees Education Health and Care Plan template

## **11. Service Director responsible**

Jo-Anne Sanders, Service Director – Learning and Early Support

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# Terms of Reference for the EHCP Decision Making Panel

## Document Change Control:

Version Number	Date	Changes Made	Requested by	Made by

**Date Effective:** September 2024

Where the term ‘child’ is used throughout this document it refers to children within the Early Years sector and of statutory school age and the term ‘young people’ refers to those in further education, training or apprenticeships up to 25 years old.

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## 1. Context

The Special Educational Needs and Disability Code of Practice states ‘It is helpful for local authorities to set up moderating groups to support transparency in decision making. Such groups can improve the consistency of decision making about whether to carry out an EHC needs assessment and whether to issue an EHC plan’ (9.60, SEND Code of Practice).

The Local Authority **must** assess where:

- (a) the child or young person **has or may have** special educational needs, and
- (b) it **may be** necessary for special educational provision to be made for the child or young person in accordance with an EHC plan (**section 36(8)**)

The Children and Families Act 2014 specifies the Local Authority determines whether it **may** be necessary for Special Educational Placement to be made in accordance with an EHC plan (Children and Families Act 2014 section 36(3)) in consultation with parent/YP (section 36(4)). Where it is determined it is not necessary the parent/YP is notified of this with reasons (section 36(5)).

rms of reference of the EHC Decision Making Panel should be read as part of the full Council's Scheme of Delegation for SEND and High Needs funding. The Scheme of Delegation outlines all relevant national legislation and local guidance.

In line with the SEND Code of Practice, Kirklees Local Authority is committed and aims to ensure that the following principles are met throughout the decision-making process:

- The views of children, their parents and young people are clear when making decisions aspirational and person-centred approach.
- Focus on inclusive practice and removing barriers to learning.
- Ensuring high quality provision to achieve good and outstanding progress.
- Evidence based decision making, proportionate to identified need and agreed outcomes.
- Efficient use of resources.

## 2. Role of EHCP Decision Making Panel

There are two types of SEN panels:

- EHC Needs Assessment Panel
- EHC- Decision to Issue and Type Panel

The key purpose of the EHC Needs Assessment (EHCNA) Panel is to:

- consider requests for EHC.

The key purpose of the EHC- Decision to Write and Type Panel is to:

- consider whether to write and issue the Education, Health and Care Plan (EHCP)
- identify the appropriate 'type of' educational placement i.e. Mainstream or Special School
- consider significant changes to EHC Plans, through the review process, that may result in a change in EHCP.
- consider any recommendations to cease an existing EHCP.

## 3. Membership

Panel members are equal participants, whose professional views are equally valued and considered. They offer advice and recommendations that enable the LA decisions to be made by the Chair. Every effort is made to reach agreement on each case. The final responsibility for decisions is with the LA through the Chair of the Panel. To enable effective and informed decisions a minimum of three members are required for the Panel to be quorate.

Members work to principles set out above and:

- Provide expertise in their own specialist area and offer impartial advice on individual cases without promoting the interest of their service or setting.
- Use their experience and knowledge and offer views on assessment, outcomes, appropriate and proportionate provision and other matters in relation to children and young people with SEN age 0-25.
- Offer relevant advice about legislation, codes of conduct, reforms and priorities in education setting, services and organisations.
- Provide a moderating function by seeking to ensure consistent decision making across all cases.

Members of the Panel are required to read all relevant papers in advance of the meeting. They make recommendations to the Local Authority Officer (the Chair of the Panel) who will make final decisions on a case-by-case basis.

EHCP- Decision Making Panel members include representatives from:

- Chair- Senior Manager from EHCP Team
- Educational Psychology Service
- Children's/Adults Social Care representative

- ICB representative (DCO)
- LA Commissioning Team
- Kirklees Learning Partner
- SEN Support Service Representatives

EHC Case work officers will present the case to the panel who then make a professional judgement and recommendation.

Role	Role on Panel	Contribute or/ advisor to decision maker	Decision making responsibility
LA EHCP Senior Manager	Panel Chair - Responsible LA Officer for decisions on requests for EHC needs assessment, agreement to draft an EHCP issuing EHC Plans and allocating resources for EHC plans. Compliance with statutory duties.	✓	✓
LA Educational Psychology Service	Advice on psychological needs of child and interventions.	✓	
Specialist Outreach Service	Advice relevant to their areas of expertise.	✓	
IBC representative Designated Clinical Officer	To provide health advice and sign off on the health elements of Education, Health and Care Plans.	✓	
Social Care	To provide advice and 'sign off' of the social care element of Education, Health and Care Plans.	✓	✓
Panel Administrator	To ensure all relevant information is circulated in advance, compiles and maintains the list of attendees and observers, panel decisions are accurately recorded, and actions arising are cascaded to the relevant persons for further action if required.		

## 4. The Chair

The EHCP Decision Making Panels are chaired by the EHCP Senior Manager. The Chair is the responsible Local Authority Officer who makes final decisions on all issues referred to the Panel.

The Chair must ensure:

- All cases are dealt with fairly and decisions are reached consistently.
- Information is GDPR compliant with clear consent.
- Panel members are aware of the purpose of the meeting.

Panel members are aware of the statutory provisions and national and local guidance which must be applied in each case.

Each panel member has been given the opportunity to contribute to the decision in accordance with the legal test.

- the child or young person **has or may have** special educational needs, and
- it **may be** necessary for special educational provision to be made for the child or young person in accordance with an EHC plan (**section 36(8)**) [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/26/section/36)
- The decision including reasons and actions (if relevant) are recorded accurately and sufficient information is available for case officers as a result of the panel meeting.
- Data is collated and analysed to provide reports as required.

## 5. Observers

In order to promote continuing joint working, joint understanding and workforce development, observers are welcome to attend the panel at the discretion of the Chair. They will need to request attendance in advance with the Panel Administrator and observe strict confidentiality. Observers should not take part in any elements of the Panel discussion and will not have access to any documentation relating to the child/ young person.

## 6. Confidentiality

Panel representatives must uphold confidentiality in all cases considered at the panel and act in accordance with the GDPR duties of the LA and working together to safeguard children.

Panel members should not advise on decisions about cases which they are directly involved in or where there may be a conflict of interest.

## 7. Frequency and structure of the panels

Both the EHCP Decision Making Panels are held weekly throughout the year.

## 8. Pre-panel preparation

The EHCP Caseworkers act as a keyworker for children, young people and their families. They are in regular contact with parents or young people and take responsibility for ensuring that all appropriate contributions, representations, views, wishes and professional assessments and reports are available to the Panel Members.

Caseworkers must complete a panel sheet (Appendix A) and outline:

- What decision is requested
- Ensure that the panel pack reflects the evidence necessary to make that decision, e.g., a decision to issue EHCP must include all appendices, a request for change of placement must include all relevant evidence and options including availability of places and transport costs.

This information must be submitted to the panel administrator so that papers can be circulated in advance of the Panel meeting. In exceptional circumstances, new or additional information can be presented at the panel meeting.

It is important that the information and evidence presented to the panel is up to date and relevant.

## 9. Administration details

- Required paperwork must be shared with panel members.
- Agenda and paperwork are circulated to all Panel members by Friday of the preceding week.
- Following the discussion, the Chair, who is the officer with designated Local Authority decision making responsibility makes the decision and explains the reasons.
- The Panel Administrator records the decision, the reasons for the decision, and any relevant actions.
- Decisions are signed by the Chair.

## 10. Post Panel arrangements

Following the panel meeting, the EHCP Caseworker:

- Confirms all decisions, using a standardised letter to the family within 2 working days.
- The relevant case records including resource implications (electronic or file) must be updated.
- Data recording systems are updated including the provision on relevant IT systems.

## 11. Review arrangements

These terms of reference will be reviewed by the ECHP Head of Service within six months and then annually. Changes will be presented to the Quality and Compliance Governance Group- Decision Making Subgroup.

## 12. Reading panel papers advice for new panel members

Reading panel papers may seem daunting at first. Here are some tips from established panel members that will support you.

- First make a note of the purpose for the paperwork (Panel log) being submitted to panel contained within the panel agenda. Is this a request for an assessment? A completed assessment where panel have to decide whether to write the EHCP and decide “type” of placement issue a plan?
- When reading reports, it is often helpful to read the conclusion or summary first overview first, particularly the EP and S&LT reports.

Allocate enough time for reading.

- Break up the task.
- Focus on the decision that is being required to make - Note key information that will inform your decision and any information that presents discrepancies or gaps in the information submitted. [Children and Families Act 2014 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/2014/69)
- The panel’s strength is its multi-disciplinary composition, this means that each member contributes their own area of expertise.

## 13. Your contribution at the panel

- The chair of the panel will run the meeting and will ensure that all members contribute using the legal test. [Children and Families Act 2014 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/2014/69)

The panel is an advisory body, decisions will be made by the chair of panel though they will be informed by your contributions.

## 14. Feeding back to your service

Panel members are responsible for feeding back to their services so that improvements can continuously be developed.

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Tel:  
Fax:

**Final Plan - My Education, Health and Care Plan / Coordinated Plan**

**Details of Ehcp Ehcp, 12 years**

Family Name	Ehcp	Given Names	Ehcp
Actual DOB	04-Jun-2013	Gender	Male
Ethnicity	A1 - White British	Primary Language	
Case Number	2056337		
Location	North		
Schools Cluster	Cluster 1		
Date of this Final EHC Plan:	13-Jun-2025		
Caseworker completing plan:	Simon Beever		
Signature:			
My EHC plan review date:	01-May-2025		
Date of last statement if this is a conversion to an EHC plan:			
Plan Establishments			
<b>Plan Establishments</b>			
No records found			
<b>Current Setting</b>			
Attends a current setting?	Yes		
Name of Current Setting	<input type="text"/>		
Name of main contact in current setting:			

**My Education, Health and Care Plan****General Information****My Personal Details**

Surname:	Ehcp
First Name (s):	Ehcp
Date of Birth:	04-Jun-2013
Gender:	Male
Ethnicity:	A1 - White British
Nationality:	British
Primary Language	
Religion:	Baptist
Child Looked After/Care Leaver:	
Telephone:	
E-mail:	
NHS Number	
Unique Pupil Number	

**Parent/Carer Information****Other Household Members**

Relationship	Name	Date of Birth	Gender	Ethnicity	Language	Locality	School	Start/End Date
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**Non-Household Significant Family Members & Other Related Persons**

There are no non-household relations specified.

**Section A: About Me****My Goals and Aspirations.**

In the next 6-12 months I want to.....	
In the future, beyond next year and when I am and adult, I want to.....	

**All About Me**

My Story:	
What people like and admire about me and what I can do well:	
How best to support and communicate with me:	
Things that I like and what I enjoy doing:	
Things that I dislike and find difficult:	
What is important to me now:	

<b>Parent's views</b>	
Child / young persons strengths:	
Child / young persons difficulties:	
Health and wellbeing:	
What is important for the child / young person now:	
What is important for the child / young person in the future:	
Important information to know about the child / young person:	
<b>Section B: My Special Educational Needs</b>	
A Summary of my special educational needs:	
Cognition and Learning:	
Communication and Interaction:	
Social, Emotional and Mental Health:	
Sensory and/or Physical:	
Preparing for Key Transitions:	
<b>Preparing for Adulthood</b>	
Higher Education and / or Employment:	
Independent Living:	
Participation in Society:	
Being Healthy in Adult Life:	
<b>Section C: My Strengths and Health Needs</b>	
<b>Strengths</b>	
Strengths related to SEN:	
<b>Health Needs</b>	
Health needs related to SEN:	
<b>Section D: My Strengths and Social Care Needs</b>	
<b>Strengths</b>	
Strengths related to SEN:	
<b>Social Care Needs</b>	
Social Care needs related to SEN:	

**Section E: Outcomes**

**My Outcomes:**

	Agreed Outcomes	Supported by (F) Education	Supported by (G) Health	Supported by (H1 & H2) Social Care
Cognition and Learning				
Communication and Interaction				
Social, Emotional and Mental Health				
Physical and Sensory				
Preparation for Key Transitions				
Preparation for Adulthood				
Health				
Social Care				

**Section F: Special Educational Provision**

**Education Provision**

**Cognition and Learning**

What needs to happen to help me achieve this outcome?	Who will do it?	How Often? (frequency and duration)
---	-----------------	--

**Communication and Interaction**

What needs to happen to help me achieve this outcome?	Who will do it?	How Often? (frequency and duration)
---	-----------------	--

**Social, Emotional and Mental Health**

What needs to happen to help me achieve this outcome?	Who will do it?	How Often? (frequency and duration)
---	-----------------	--

**Physical and Sensory**

What needs to happen to help me achieve this outcome?	Who will do it?	How Often? (frequency and duration)
---	-----------------	--

**Preparation for Key Transitions**

What needs to happen to help me achieve this outcome?	Who will do it?	How Often? (frequency and duration)
---	-----------------	--

**Preparation for Adulthood**

What needs to happen to help me achieve this outcome?	Who will do it?	How Often? (frequency and duration)
---	-----------------	--

**Section G: Health Provision****Health Provision**

What needs to happen to help me achieve this outcome?	Who will do it?	How Often? (frequency and duration)
---	-----------------	--

**Sections H1 and H2: Social Care Provision****H1: Social Care Provision**

What needs to happen to help me achieve this outcome?	Who will do it?	How Often? (frequency and duration)
---	-----------------	--

**H2: Social Care Provision**

What needs to happen to help me achieve this outcome?	Who will do it?	How Often? (frequency and duration)
---	-----------------	--

**Section I: My Educational Placement****The type of educational setting I will attend**

Name and address of setting:	
Type of setting:	

**Section J: Personal Budget****Education, Health and Care Plan Resource Sheet**

Have the family made a request for a personal budget?	
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**Section K: Summary****Section K1: My Annual Review Meeting**

Date of latest Annual Review	
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Name	Role	Contact Details
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**K2: Advice and Information**

	Information Used	Who wrote it	Date of Information
Appendix 1			
Appendix 2			
Appendix 3			
Appendix 4			
Appendix 5			

**K3: Agreeing my Plan**

Managers Oversight	
Quality Assured by	
Quality Assured by	
Signature:	

**Planning**

Plan Revision	9,0
Plan Effective From	13-Jun-2025

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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><b><u>Standard items</u></b></p> <ul style="list-style-type: none"> <li>• Pre-decision scrutiny (decisions by Cabinet)</li> <li>• Performance Information (Children’s Service) – Informal meeting</li> <li>• Feedback from Panel Members on issues considered by Kirklees Parenting Board</li> <li>• Ambition Board Minutes</li> </ul>	<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><b>Review of the Improvement Journey (Children and Families)</b></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><b>Visit to Front Door Social Care Team – to be arranged</b></p>	<p>To be arranged</p>

	<p>YJS – Ian Mottershaw/ Teresa Racz Leaving Care Service – Joel Hanna Children’s Social Care Reforms – V Metherringham CQC and Ofsted Inspection – V Metherringham</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"> <li>• Oversight of the Ofsted Improvement Plan and planned Re-design of the Leaving Care Service which will include a visit to the Team</li> <li>• Multi-agency developments around the Children’s Social Care Reforms, the leaving care service and Front Door</li> <li>• Updates of future Ofsted Inspections</li> <li>• The Panel will visit Children’s Social Care Teams to continue their review of the improvement journey of the Children’s Service</li> </ul>	<p>The Panel have been invited to meet with the team to continue to review the improvement journey.</p> <p><b>Visit to North Service Area Social Care Team (Dewsbury and Batley)</b> The Panel have been invited to meet with the team to continue to review the improvement journey.</p> <p><b>Multi-agency developments around the Children’s Social Care Reforms – Panel meeting on 6<sup>th</sup> February 2026</b> The Panel will consider a report on the multi-agency developments around the Children’s Social Care Reforms.</p> <p><b>Visit to activities organised by the Youth Justice Service (YJS) for young people</b> 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><b>Our Children’s Voice Team – Panel meeting on 19<sup>th</sup> March 2026</b> The Panel will consider an update from the Our Children’s Voice Team on the key</p>	<p>To be arranged</p> <p>Panel on 6.2.26</p> <p>Various dates</p> <p>Panel on 19<sup>th</sup> March 2026</p>
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		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Joint Targeted Area Inspection of multi-agency response to child sexual abuse in the family environment – the Panel will consider information on the inspection – timescales to be confirmed</li> <li>• Visits to –             <ul style="list-style-type: none"> <li>- Leaving Care Service</li> <li>- Front Door Social Care Team</li> <li>- North service Area Children’s Social Care Team (Dewsbury and Batley)</li> <li>- Activities that the youth justice service coordinate with young people and the team</li> </ul> </li> </ul>	<p>aspects of their work and hear about the work undertaken on “What it feels like to be excluded as a child”.</p> <p><b>Oversight of the Ofsted Improvement Plan and planned Re-design of the Leaving Care Service – Panel meeting on 19<sup>th</sup> March 2026</b></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 19<sup>th</sup> March 2026</p> <p>Visit to Leaving Care Service – to be arranged</p>
<p><b>Special Educational Needs and Disabilities (SEND) Transformation Plan</b></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 &amp; 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"> <li>• SEND Sufficiency Strategy for Kirklees (2025-2028)</li> <li>• Overview of SEND Tribunals and EHCP Compliance and timescales and the Complaints Process - which will include –             <ul style="list-style-type: none"> <li>- observation of the decision-making process for EHCP;</li> <li>- a look at the volume processes/quality and compliance</li> </ul> </li> </ul>	<p><b>Visit on 10<sup>th</sup> June 2025 to the Places Access and Inclusion Committee of the Education (PAIC)</b></p> <p>The Panel visited the Places, Access and Inclusion Meeting on the 10<sup>th</sup> 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"> <li>- Additionally Resourced Provision and support for New Mill Junior and Infant to develop 2 site provision within rural areas;</li> </ul>	<p>Visit on 10.6.25</p>

	<p>PCAN - Carol Thomas/Johanna Hull and Dawn Pitt</p>	<p>(including Annual Reviews) and the multi-agency approach</p> <ul style="list-style-type: none"> <li>- observation at the EHCP Quality Assurance Multi-Agency meetings</li> <li>- data on complaints/mediation/tribunals against the number of EHCPs</li> <li>- In order to raise the awareness of Panel Members an anonymised EHCP would be shared with the Panel/Vision 360/Self Evaluation and SEN2 publication data</li> <li>• 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 – Local Authority Action Plan (to include information on the Liquid Logic Parent Portal)</li> <li>• DfE White Paper on proposals on SEND Changes (April 26 implementation)</li> <li>• Preparation to Adulthood (PFA) which will include a visit to the PFA Board (date to be confirmed)</li> <li>• Visits to –             <ul style="list-style-type: none"> <li>- SEND Transformation Programme Event on 26th June 2025</li> <li>- Satellite provision for the two new special schools and Alternative Resource Provisions at Woodley Moor, Overthorpe and New Mill sites</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of sufficiency data and reducing PANs for Primary schools;</li> <li>- The Local Plan and the impact of new development on school sufficiency in certain areas;</li> <li>- Review of the Fair Access Protocol (FAP) which had see 14 schools join a task and finish group;</li> <li>- 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.</li> </ul> <p><b>Visit to Cluster meeting at Holmfirth High School on 25<sup>th</sup> June 2025</b></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"> <li>- Respectful relationships had been built through the year.</li> <li>- Shared training followed up with ideas on how to implement what they had learned.</li> <li>- Clusters had enabled consideration of all-staff training within settings as well as specialist training for staff from multiple settings.</li> </ul>	<p>Visit on 25.6.25</p>
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		<ul style="list-style-type: none"> <li>- Mainstream schools to observe the practice of the new initiatives of schools working in clusters</li> <li>- Half yearly SEND Event (date to be confirmed)</li> <li>- PCAN (Parent Carer Forum)</li> <li>- Local Offer Live on 23.10.25</li> <li>- EHCP Quality Assurance Multi-Agency meetings (dates to be confirmed)</li> </ul>	<ul style="list-style-type: none"> <li>- Important to ensure the EHCP Team would accept whole school evidence for the Decision Panels not only specialist assessments.</li> <li>- It was seen as a priority that EHCP Leaders should attend cluster meetings.</li> <li>- Feedback from SENDCO's was often that they were not clear why refusals had been given and could not get hold of an officer to discuss.</li> <li>- There was a wellbeing element to being able to share cases.</li> <li>- Schools were dealing with incontinence problems and concerns were raised as to what was the most appropriate course to source funding for required adaptations.</li> <li>- The benefit of having the secondary SENDCO was acknowledged by all.</li> </ul> <p><b>Visit to Cluster meeting at Birkby Junior School on 26<sup>th</sup> June 2025</b></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</p>	<p>Visit on 26.6.25</p>
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			<p>issue with the need for more finance and often lack of money to provide the resource required for each individual child.</p> <p><b>Visit to the SEND Transformation Programme Event on 27<sup>th</sup> June 2025</b></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"> <li>- Services who attended seemed to value the chance to network and feel informed on progress.</li> <li>- 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.</li> <li>- Good to hear the progress on the 2 new build special schools at Woodley and Joseph Norton.</li> <li>- Progress made on compliance with issuing EHCPs within statutory timescales.</li> <li>- A suggestion was made that some of the training needs of officers and professionals could be met with</li> </ul>	<p>Visit on 27.6.25</p>
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			<p>bitesize options, eg short YouTube videos or TikTok's;</p> <ul style="list-style-type: none"> <li>- A table discussion highlighted the need for communication styles tailored to the young people and better ways to engage.</li> </ul> <p><b>Visits to observe the Decision-Making process for EHCPs</b></p> <p>The Panel observed the decision-making process for EHCPs which took place in 3 stages –</p> <ol style="list-style-type: none"> <li>1. <u>Decision to assess Panel on 22<sup>nd</sup> May</u> <ul style="list-style-type: none"> <li>• multi-disciplinary approach worked well although not all services had been able to attend on the day;</li> <li>• a wide focus for discussion, not only on education but considering factors such as social service or CAMHS involvement</li> <li>• The panel had access to cross-boundary working such as the ability to access medical records from South Yorkshire.</li> <li>• Key Learning Partners can intervene if settings do not take the expected actions, and the Specialist Outreach team can look at the whole school picture as well as on an individual level.</li> </ul> </li> </ol>	<p>Visit on 22.5.25</p>
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			<p>concerns that these are automatically dismissed</p> <ul style="list-style-type: none"> <li>• The Panel take an overview of lessons learnt in terms of mainstream inclusion so they are not just considering on a case by case basis</li> </ul> <p><b>Visit on 16<sup>th</sup> July 2025 to Education and Learning Partnership Board (ELPB) meeting</b></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"> <li>• Robust response on the need for an Accessibility Strategy</li> <li>• A forum had been formed for feedback on ways of working and questions were being asked early when planning engagement</li> <li>• 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</li> <li>• There was a monthly review with multi-agency membership that examined a sample of cases</li> <li>• The Service was considering how to build Quality Assurance into Annual</li> </ul>	<p>Visit on 16.7.25</p>
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			<p>Reviews and staff training to raise awareness</p> <ul style="list-style-type: none"> <li>• Good collaboration with external partners such as Bradford Research School on the Our Kirklees Futures</li> <li>• Early Years Development Board was relaunching and would include school readiness considerations</li> <li>• 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</li> </ul> <p><b>Centre for Governance and Scrutiny (CfGS) SEND online event on 28<sup>th</sup> August 2025</b></p> <p>The Panel attended an online event organised by the CfGS designed for Local Authorities and stakeholders, the event considered the complexities of SEND Scrutiny from legal frameworks and funding models to the real-world impact on children and young people and families. A number of presentations were given by LA Officers, a representative of the National Network of Parent Carers Forum and Councillors involved in scrutiny of SEND.</p>	<p>Visit on 28.8.25</p>
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			<p><b>CQC and Ofsted SEND Inspection report – draft action plan – Informal Panel meeting on 29<sup>th</sup> August 2025</b>                  The Panel considered a presentation giving an update on the draft action plan regarding the SEND Inspection Report which was published in August 2025.</p> <p><b>SEND Sufficiency Strategy for Kirklees (2025-2028) - Panel Meeting on 29<sup>th</sup> August 2025 -</b>                  The Panel considered and supported the Kirklees SEND Sufficiency for Kirklees 2025-28 and noted the actions undertaken to address some of the issues raised in the report. The Panel agreed to consider future reports when available on the SEND Sufficiency Strategy giving an update on progress and future plans, including an update on the work of the SEND Sufficiency Group.</p> <p><b>Special Educational Needs and Disabilities (SEND) Transformation Plan – Informal meeting on 16<sup>th</sup> September 2025</b>                  The Panel met to consider whether the agreed areas of focus needed to be widened and agreed further areas for consideration which have been discussed with Officers.</p>	<p>Panel on 29.8.25</p> <p>Panel on 29.8.25</p> <p>Panel on 16.9.25</p>
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			<p><b>SEND Ofsted and CQC Inspection of Kirklees – Local Authority Action Plan – Panel meeting on 17<sup>th</sup> October 2025</b></p> <p>The Panel considered a report and presentation on the outcome of the Kirklees Local Area Partnership Inspection of SEND and Alternative Provision undertaken in June 2025 by Ofsted and CQC, and the post inspection Action Plan, which was presented by Ian Bennett, ICB Kirklees Place Director of Nursing and Quality.</p> <p><b>Visit to Local Offer Live on 23<sup>rd</sup> October 2025</b></p> <p>The Panel attended the Local Offer Live event on the 23<sup>rd</sup> October 2025 which was led by PCAN and was a marketplace with stalls and workshops. The Panel noted that –</p> <ul style="list-style-type: none"> <li>- It was useful for parents to have multiple services in one place</li> <li>- The event provided excellent opportunities for networking between services.</li> <li>- The Cluster team reported that they had had many productive conversations with parents and carers.</li> <li>- Feedback had been collected and the Panel advised that they would like to have sight of this.</li> </ul>	<p>Panel on 17.10.25</p> <p>Visit on 23.10.25</p>
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			<p><b>Visit to Satellite provision sites for the two new special schools and Alternative Resource Provisions – to be arranged</b>                  The Panel will visit the satellite provision sites which are being put in place for youngsters whilst the two new special schools are built providing additionally resourced provision. Visits to be arranged when appropriate to the Children’s Centre at Crosland Moor, Overthorpe and New Mill.</p> <p><b>SEND Tribunals and EHCP Compliance and timescales and an overview of complaints process – Panel meeting on 11<sup>th</sup> December 2025</b>                  The Panel will consider a report on SEND Tribunals and EHCP compliance and timescales and include an overview of the complaints process.</p> <p><b>Update on the forthcoming DfE White Paper (Proposals for SEND Reforms) - Panel Meeting on 11<sup>th</sup> December 2025</b>                  The Panel will consider a brief update on the forthcoming DfE White paper due to be published in the autumn/winter 2025, regarding the proposals for SEND reforms.</p>	<p>Visits to be arranged</p> <p>Panel on 11.12.25</p> <p>Panel on 11.12.25</p>
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			<p><b>Preparation for Adulthood (PFA) – Panel Meeting on 6<sup>th</sup> February 2026</b> The Panel will consider a report on the Preparation for Adulthood (PFA) and will visit the PFA Board.</p> <p><b>Visit to the Preparation for Adulthood (PFA) Board – date to be arranged</b> The Panel will visit the PFA Board to observe the arrangements for preparing for adulthood.</p>	<p>Panel on 6.2.26</p> <p>Visit to be arranged</p>
<p><b>Educational Outcomes and Elective Home Education (EHE)</b></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"> <li>• Elective Home Education – to include a visit to meet with Strategic Leads and the Team</li> <li>• Educational Attainment Outcomes -pre-decision scrutiny before considered by Cabinet in 25/26.</li> </ul>	<p><b>Visit to meet with Elective Home Education (EHE) Strategic Leads and the Team – 9<sup>th</sup> September 2025</b> 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.</p> <p>The Panel met with Strategic EHE Leads in September 2025 and discussed a number of key areas relating to home educating, some of which are listed below -</p> <ul style="list-style-type: none"> <li>- Why parents decided to home educate</li> <li>- Engagement between schools and families took place when possible before a decision was made to home educate</li> </ul>	<p>Visit on 9.9.25</p>

			<ul style="list-style-type: none"><li>- Workload in the team was a challenge but measures were being taken to put systems in place to assist</li><li>- No current legal requirement for a parent to inform the Local Authority that they were going to home educate, but safeguarding procedures were in place and if a child was not on a school roll the team would liaise with School Admissions</li><li>- Home schooling became common during the pandemic but parents seemed now more wary, the team worked with families to support them to get children back into school rather than use formal processes if appropriate</li><li>- Some parents say they could teach a primary aged child but not secondary</li><li>- Parents were encouraged to talk to the team before making a decision to home educate</li><li>- Good working relationships were in place with Front Door and intelligence was shared</li><li>- The team worked hard to build relationships with schools and families</li><li>- The Panel suggested that feedback could be sought from parents when their children returned to school</li></ul>	
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			<p><b>Educational Attainment Outcomes – Informal Panel meeting on 17<sup>th</sup> October 2025</b></p> <p>The Panel considered an overview of the statutory outcomes achieved by learners in Kirklees during the academic year 2024-2025. The report covered outcomes at the end of the Foundation Stage, Phonics (Year 1), Key Stage 2 (Year 6), Key Stage 4 (GCSE) and Key Stage 5 (Post-16). The Panel noted that the results and national comparisons provided in this report were subject to validation and reflective of the data available in September 2025.</p>	<p>Panel on 17.10.25</p>
<p><b>Partnership Arrangements</b></p>	<p>Vicky Metherringham/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"> <li>• Data collection</li> <li>• Partnership working</li> <li>• Is the voice of the young person being heard? (as below)</li> <li>• Good practice</li> <li>• Delivery of quality service</li> </ul>	<p>Ongoing</p>	<p>Ongoing</p>

<p><b>Voice of the Young Person</b></p>	<p>Tom Brailsford/Service Directors (Children’s Service)</p>	<p>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.</p>	<p>Ongoing</p>	<p>Ongoing</p>
<p><b>Health Provision for Children and Young People</b></p>	<p>Emily Parry-Harries from Public Health Stewart Horn/Jackie Beaver to co-ordinate</p>	<p>The Panel will scrutinise the health provision for Children and Young People in Kirklees with a particular focus on the following –</p> <ul style="list-style-type: none"> <li>• <b>Emotional Wellbeing Provision for children in Kirklees and Mental Health in schools</b> - 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.</li> </ul>		<p>Tbc</p>
<p><b>Standing Advisory Council for Religious Education (SACRE)</b></p>	<p>Jo-Anne Sanders/Emma Brayford/Mark Janes (Chair of SACRE <a href="mailto:rmijanes@aol.com">rmijanes@aol.com</a>) and Emma Salter, Pennine Learning (PL), Education Consultant and Jake Womack, PL Director</p>	<p>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.</p>	<p><b>Annual Report on Standing Advisory Council for Religious Education (SACRE) – Panel meeting on 6<sup>th</sup> February 2026</b> The Panel will consider SACRE’s Annual Report.</p>	<p>Panel on 6.2.26</p>

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## Children's Scrutiny Panel

### Agenda Plan 2025/26

Date of Meeting	Issues for Consideration	Officer Contact
<p><b>13<sup>th</sup> June 2025</b></p> <p><b>Workshop - Informal Meeting</b></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><b>8<sup>th</sup> August 2025</b></p> <p><b>Informal meeting 9.30am-10.30am</b></p> <p><b>Public meeting 10.30am</b></p> <p><b>Hybrid meeting</b></p> <p><b>Council Chamber HTH</b></p> <p>Report deadline: 25.07.2025</p>	<p style="text-align: center;"><b>Informal Items:-</b></p> <p style="text-align: center;">Children's Service Data Performance Report</p> <p style="text-align: center;"><b>Public Items:</b></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>H Kilroy</p> <p>Cllr Kendrick and Cllr Rylah</p> <p>Service Directors to present</p> <p>Senior Officers/Cabinet Members</p> <p>Panel Members</p> <p>H Kilroy</p>

Date of Meeting	Issues for Consideration	Officer Contact
<p><b>29<sup>th</sup> August 2025</b></p> <p><b>Informal meeting 9.30am-10.30am</b></p> <p><b>Public meeting 10.30am</b></p> <p><b>Hybrid meeting Council Chamber HTH</b></p> <p>Report deadline: 15.08.2025</p>	<p style="text-align: center;"><b>Informal Items:-</b></p> <p style="text-align: center;">No data report due to timescales</p> <p style="text-align: center;">SEND Inspection report – draft action plan</p> <p style="text-align: center;"><b>Public Items:</b></p> <p style="text-align: center;">SEND Sufficiency Strategy for Kirklees 2025-28</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;">J Sanders</p> <p style="text-align: center;">J Sanders</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><b>16<sup>th</sup> September 2025</b></p> <p><b>Informal meeting 4pm</b></p> <p><b>Online on Teams</b></p>	<p style="text-align: center;">Discussion on whether to widen Panel’s agreed areas of focus on Special Educational Needs and Disabilities (SEND) Transformation Plan</p>	<p style="text-align: center;">H Kilroy/C Gardiner</p>
<p><b>17<sup>th</sup> October 2025</b></p> <p><b>Informal meeting 9.30am-10.30am</b></p> <p><b>Public meeting 10.30am</b></p> <p><b>Hybrid meeting Council Chamber HTH</b></p> <p>Report deadline: 03.10.2025</p>	<p style="text-align: center;"><b>Informal Items:-</b></p> <p style="text-align: center;">Educational Outcomes (unvalidated data)</p> <p style="text-align: center;">Ambition Board Minutes – 29.09.25</p> <p style="text-align: center;">Children’s Service Data Performance Report</p> <p style="text-align: center;"><b>Public Items:</b></p> <p style="text-align: center;">SEND Ofsted and CQC Inspection of Kirklees – Local Authority Action Plan</p>	<p style="text-align: center;">J Sanders</p> <p style="text-align: center;">W Harris to provide</p> <p style="text-align: center;">J Sanders/V Metheringham to present</p> <p style="text-align: center;">J Sanders, S Horn, A Wisniewski, &amp; Ian Bennett (ICB), Vicky Dutchburn</p>

Date of Meeting	Issues for Consideration	Officer Contact
	<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/V Metheringham</p> <p>Senior Officers/Cabinet Members</p> <p>Panel Members</p> <p>H Kilroy</p>
<p><b>11<sup>th</sup> December 2025</b></p> <p><b>Informal meeting 9.30am-10.30am</b></p> <p><b>Public meeting 10.30am</b></p> <p><b>Hybrid meeting Council Chamber HTH</b></p> <p>Report deadline: 27.11.2025</p>	<p><b>Informal Items:-</b></p> <p>Children’s Service Data Performance Report</p> <p><b>Public Items:</b></p> <p>Update on the forthcoming DfE White Paper (Proposals for SEND reforms)</p> <p>SEND Tribunals and EHCP Compliance (to include an overview of the complaints process)</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/V Metheringham</p> <p>J Sanders</p> <p>Jenny Sneideris/ Michelle Lister/ J Sanders</p> <p>J Sanders/V Metheringham</p> <p>Senior Officers/Cabinet Members</p> <p>Panel Members</p> <p>H Kilroy</p>
<p><b>6<sup>th</sup> February 2026</b></p> <p><b>Informal meeting 9.30am-10.30am</b></p> <p><b>Public meeting 10.30am</b></p> <p><b>Hybrid meeting</b></p>	<p><b>Informal Items:-</b></p> <p>Ambition Board Minutes – 01.12.25</p> <p>Children’s Service Data Performance Report</p>	<p>W Harris to provide</p> <p>J Sanders/V Metheringham/ to present</p>

Date of Meeting	Issues for Consideration	Officer Contact
<p><b>Council Chamber HTH</b></p> <p>Report deadline: 23.01.2026</p>	<p><b>Public Items:</b></p> <p>Annual report for Standing Advisory Council for Religious Education (SACRE)</p> <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>E Brayford/J Sanders and Mark Janes (Chair) Pennine Learning/Emma Salter</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><b>19<sup>th</sup> March 2026</b></p> <p><b>Informal meeting 9.30am-10.30am Public meeting 10.30am Hybrid meeting Council Chamber HTH</b></p> <p>Report deadline: 05.03.2026</p>	<p><b>Informal Items:-</b></p> <p>Children's Service Data Performance Report</p> <p><b>Public items</b></p> <p>Visit by Our Children's Voice Team to give an update on the work of the Team</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>J Sanders/V Metheringham to present</p> <p>Anna Gledhill/Kay Parry (TomB)</p> <p>V Metheringham/J Hanna</p> <p>Senior Officers/Cabinet Members</p> <p>Panel Members</p>

Date of Meeting	Issues for Consideration	Officer Contact
	Work Programme and Agenda Plan for 25/26 (progress and items to roll forward to 26/27)	H Kilroy

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