**MINUTES OF THE MEETING OF THE COMMUNITY LEADERSHIP OVERVIEW AND SCRUTINY COMMITTEE,
HELD ON TUESDAY, 6TH OCTOBER, 2026 AT 7.30 PM
IN THE TOWN HALL, STATION ROAD, CLACTON-ON-SEA, CO15 1SE**

Present:	Councillors Steady (Chairman), Barrett (Vice-Chairman), Amos, Davidson, Ferguson, Griffiths, Harris (except item 10) and Sudra
Also Present:	Stephen Chynoweth (Head of Education and Early Years (North) – Essex County Council) and Ondrea Bloom (SEND Strategy Lead for Autism – Essex County Council)
In Attendance:	Lee Heley (Corporate Director (Place and Wellbeing) & Deputy Chief Executive), Lisa Hastings (Corporate Director (Law & Governance) & Monitoring Officer), John Fox (Head of Health & Culture), Katie Moss (Democratic Services Officer) and Rebecca Catchpole (Leadership Support Officer)

6. APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

Apologies for absence were received from Councillors Doyle (with Councillor Sudra substituting) and Oxley (with no substitute).

7. MINUTES OF THE LAST MEETING

It was unanimously **RESOLVED** that the minutes of the last meeting of the Committee held on Tuesday, 23 June 2026, be approved as a correct record and be signed by the Chairman.

8. DECLARATIONS OF INTEREST

Councillor Harris declared a conflict of interest in relation to agenda item 5 insofar as he was the Leader of Essex County Council. He informed the Committee that he would withdraw from the meeting at the appropriate juncture and take no part in the consideration of that item.

9. QUESTIONS ON NOTICE PURSUANT TO COUNCIL PROCEDURE RULE 38

No Questions on Notice pursuant to Council Procedure Rule 38 had been submitted Members for this meeting.

10. REPORT OF THE DEPUTY CHIEF EXECUTIVE - A.1 - REFERENCE TO COMMUNITY LEADERSHIP OVERVIEW AND SCRUTINY MEETING OF COUNCILLOR DOYLE'S MOTION TO COUNCIL CALLING ON ESSEX COUNTY COUNCIL AND RELEVANT ACADEMIES TO UNDERTAKE OLIVER MCGOWAN MANDATORY TRAINING ON LEARNING DISABILITY AND AUTISM BY ALL SCHOOLS

Further to his declaration of interest made under minute 8 above, Councillor Harris withdrew from the meeting whilst this item was considered and determined.

It was reported that, at its meeting on 1 September 2026, Full Council had considered a motion submitted by Councillor Doyle concerning learning disability and autism training for teaching staff in Tendring schools. Full Council had decided to refer the matter to the Community Leadership Overview and Scrutiny Committee for further consideration. The Committee was asked to consider the information set out in the Officer report (A.1) along with the suggested recommendations, in order for its opinion to be submitted to the meeting of Full Council on 24 November 2026 for Council to then determine the motion having duly considered the recommendation(s) from the Community Leadership Overview and Scrutiny Committee.

The motion that had been considered by Full Council at the meeting on 1 September 2026 in respect of Learning Disability and Autism training in schools had been as follows:

"That Tendring District Council:-

(1) Believes that too many children with Special Educational Needs & Disability (SEND) are still misunderstood or unsupported at school, and too many families must fight to get the right help;

(2) Reiterates that this is not a criticism of school staff but about making sure they have the training and confidence to support every child properly;

(3) Notes that Oliver McGowen Training is the Government's preferred and recommended training for learning disability and autism in health and social care, as set out in the most recent Code of Practice published in September 2025 and which is nationally recognised and co-produced with people with lived experience;

(4) Believes in inclusive education, and that understanding should not be optional or dependent on which school a child attends and that every child deserves to be understood, to feel safe at school, and to have the chance to achieve their full potential;

(5) Feels strongly that mandatory training for school staff would bring consistency, earlier understanding, better communication with families, and better outcomes or children across Tendring and that better informed staff can reduce anxiety, improve attendance and create a stronger learning environment for everyone;

(6) Therefore, calls on Essex County Council and relevant Academies to direct that the Oliver McGowan Mandatory Training on Learning Disability and Autism for all staff across schools in the district of Tendring be implemented urgently as a simple matter of fairness, inclusion and responsibility."

Following the motion being moved and seconded at Full Council, there had been an alteration requested by Councillor Doyle to include the following additional text:

"That my Motion as set out below in full, calling on Essex County Council to direct that the Oliver McGowan Mandatory Training on Learning Disability and Autism for all staff across schools in the District of Tendring, be referred to the Community Leadership

Overview and Scrutiny Committee for further information on the type of training mentioned and the implications of 'inclusive education' being researched, with evidence in support, and then submitted back to Full Council prior to making its informed decision on the subject matter."

Following a vote, the altered motion had been carried, and the matter had been duly referred to the Community Leadership Overview and Scrutiny Committee for further consideration, including the implications of the proposed course of action, before the matter and any Committee recommendations were reported to Full Council on 24 November 2026.

It was reported that, to support identification of the issues raised in relation to Oliver McGowan training, Officers had referred to Government guidance and the Essex County Council (ECC) education team for further information and guidance in completing their report (A.1).

The Committee was reminded that Council Procedure Rules 12.8 and 12.10 of the Council's Constitution set out the arrangements for referred motions and the rights of the mover of the motion. Those Rules stated:

12.8
[The Committee] "…shall be required solely to consider such motion and to advise the Council (by no later than the second Ordinary Meeting of the Council held following the date of Council's referral) of their opinion as to ***whether such motion should be supported or not supported****. That body will not be required to propose an alternative motion or an amended motion.*

and

12.10
"…the Mover of the Motion (or another Member nominated by them) will be, as a matter of courtesy, made aware by the Democratic Services Manager of the date of the Cabinet/Committee meeting at which their Motion will be considered so that they can attend if they so wish.

As the purpose of the motion will have already been explained at the Full Council meeting the Mover of the Motion (or another Member nominated by them) will not have any automatic right to speak at that meeting thought they will be permitted to answer questions and/or provide clarification, if requested to do so by the Chairman of the meeting. The Member will also have a right of reply (of no more than three minutes duration) to respond to the debate at the meeting on their motion."

Councillor Doyle, as the mover of the Motion had been advised on the date and arrangements for this meeting. All other Members of the Council had likewise been advised on the arrangements and that, should they wish to speak in the debate, the Committee Chaiman's permission must be sought and given prior to their contribution to the meeting being permitted.

John Fox, Head of Heath and Culture, gave an overview of the report by way of an introduction. He thanked the Essex County Council Officers present at the meeting for their attendance and their prompt communications on the matter so far. He also

informed the Committee that Essex County Council could not mandate any training to schools or academies, as it was not within their remit.

Stephen Chynoweth, Head of Education & Early Years (North) for Essex County Council and Ondrea Bloom, Essex County Council's SEND Strategy Lead - Autism, who were both present at the meeting, delivered a presentation to the Committee detailing Essex County Council's Inclusion Strategy, the Essex SEND Reform Plan, (which had been recently approved by the Department of Education), their Neuroinclusive Education Network (NEN) and a variety of different policies, resources, evidence and strategies that had been composed to assist schools in the education of SEND pupils. A copy of that presentation could be found on the Tendring District Council's website using the following link:(Public Pack)Essex County Council - Presentation Minutes Supplement for Community Leadership Overview and Scrutiny Committee, 06/10/2026 19:30

Questions by Members (unless otherwise stated):-	Answers:-
While inclusion can deliver positive outcomes for many children, it may not meet the needs of every pupil. In some cases, children can become disengaged from education through repeated suspensions, which may ultimately lead to home education arrangements. What are your views on this issue, and what systems or support mechanisms does Essex County Council have in place to assist children who are educated at home as a result of circumstances rather than parental choice?	(Stephen Chynoweth) It is essential that we learn from both the data and the lived experiences of children and families who have previously felt excluded from educational provision. Essex County Council's Inclusion Strategy is designed to address these challenges by placing a much stronger emphasis on early intervention, preventative support, and targeted provision for children who may be at risk of suspension or exclusion. In addition, the SEND reforms reflect a broader ambition to develop enhanced local provision, including Local Authority resource bases and inclusion hubs, particularly within the secondary sector. These provisions aim to offer alternative and more flexible curriculum pathways while enabling children to remain within their school community and maintain important peer relationships. The intention is to ensure that education is tailored to meet both the learning and social needs of the individual child. It is important to emphasise that this approach is not about promoting "inclusion through exclusion." Rather, it is about recognising that a one-size-fits-all model does not work for every child and ensuring that appropriate, personalised support is available within inclusive educational settings wherever

	possible. There is also a clear commitment within the Council to expand localised satellite and specialist provisions that support children within their own communities. This not only helps to reduce the likelihood of suspension or exclusion but also enables specialist outreach support to be provided to mainstream schools. In turn, this helps practitioners to develop their skills, refine their approaches, and strengthen the quality of provision available to children with additional needs across the education system.
I would like to know how the Oliver McGowan applies itself within an educational setting. Can you confirm whether the training will provide anything new or relevant to the training that is already being offered by Essex County Council?	(Ondrea Bloom) Having reviewed the training as part of our assessment of the core offer, with the aim of ensuring that we provide the most relevant and effective professional development for education settings, I do not believe that the Oliver McGowan Training, in isolation, offers the depth of educationally focused content required by schools and practitioners in Essex. While the Oliver McGowan Training provides an important foundation and includes a number of different tiers, ranging from awareness-level learning to more detailed programmes, it does not cover some of the key areas that schools have consistently identified as priorities. These include topics such as anxiety, demand avoidance, sensory profiles, and effective assessment approaches for autistic children and young people. Although these subjects may be referenced within the training, they are not explored in the level of detail that educational professionals often require in order to inform practice and support outcomes for pupils. Our training offer is designed to provide a strong foundation across these areas and is complemented by a wider suite of resources, drawing on both external expertise and locally developed

	materials. We believe this broader approach is better aligned to the practical realities of educational settings and supports practitioners to respond more effectively to the needs of children and young people. Rather than relying on a single training programme, our approach seeks to equip schools with a comprehensive range of evidence-informed resources, strategies and professional learning opportunities that can be applied directly within the classroom and wider school environment. This ensures that staff are better prepared to meet the diverse needs of pupils and promote inclusive practice across Essex schools.
Would you describe it as a pathway to deliver training and link with other sectors also?	(Ondrea Bloom) Yes, absolutely. We support schools through our Inclusion Partners, who work with settings to advise on their CPD offer. This advice is informed by a range of factors, including the training already undertaken by staff, areas where schools have identified a need for further development, the profile and needs of their pupil cohort, and the training that would best support their individual circumstances. Schools are therefore guided by SEND specialists within their local quadrants, who use their expertise and understanding of local needs to help schools identify the most appropriate professional development opportunities and ensure that training is tailored to their specific context.
I have undertaken the Oliver McGowan Training myself and found it to be both relevant and valuable, particularly in supporting understanding and awareness in everyday life. My experience was that the training is aimed at a broad audience, extending beyond social care, and it includes some content specifically designed for educational settings.	(Ondrea Bloom) I believe that introducing the Oliver McGowan Training alongside our existing offer could lead to unnecessary duplication and, potentially, confusion for schools. I am not suggesting that the Oliver McGowan Training is not relevant or valuable; rather, many of the topics it covers are already addressed within the training currently provided, often in greater depth and with a stronger focus

With that in mind, would there be any disadvantage in offering an additional training package alongside the Oliver McGowan Training?	on educational application. There is also a risk of placing additional demands on schools' already limited time and resources for continuing professional development (CPD). Schools must make careful decisions about how staff time is allocated, and duplicating training content may not represent the most effective use of that resource. In contrast, the NEN training can be delivered directly within a school's own setting, enabling whole-school participation without incurring additional costs. This approach not only makes the training more accessible but also supports a consistent understanding and implementation of inclusive practice across the entire staff team.
Is the training that Essex County Council offer mandatory for all teachers?	(Ondrea Bloom) The training is not mandatory because Essex County Council does not have the authority to require schools to undertake specific training, given the governance arrangements that apply across both maintained schools and academies. However, we make every effort to ensure that schools can access training as easily as possible. Unlike some local authorities, which charge for this type of provision and require teachers and support staff to travel to attend training in person, Essex County Council provides all training free of charge, with the exception of the 11-week course. We also offer a combination of face-to-face and remote delivery options to maximise accessibility and participation. In addition, our Inclusion Partners work closely with schools and are able to encourage engagement with particular training programmes where a need has been identified. This may be informed by a range of factors, including feedback from schools themselves, local priorities, or issues highlighted

	through the voices and experiences of parents and carers within the community. Through this collaborative approach, we seek to ensure that schools are aware of and can access the professional development opportunities most relevant to the needs of their pupils and staff.
I frequently receive correspondence from parents who report that their child with SEND has been suspended from school and that the headteacher has subsequently indicated that it may be in the child's best interests not to return to school. Would you consider this to be good practice and why is this happening?	(Stephen Chynoweth) No, I do not. I would respectfully disagree with the suggestion that this can be evidenced as an appropriate course of action, as it could be considered discriminatory and would be contrary to the protections and provision afforded to children within the education system under UK law. My advice to those parents and carers would be to challenge the school leaders or members of staff where it is being implied, or stated directly, that their child would be better placed in elective home education.
In my experience of working with children with SEND, I have found that when learning is linked to an area of particular interest to the child, they are often more engaged, receptive and willing to participate. This can have a positive impact on both their learning and overall development. Could this be considered a targeted strategy that schools might adopt to better support children with SEND?	(Stephen Chynoweth) Yes, absolutely. Drawing on my background in teaching, I recall an inspector explaining that the word *education* derives from a Latin term meaning “to draw out from within.” That concept has remained with me throughout my career and reflects the philosophy we seek to promote as Local Authority officers. Our aim is to recognise the unique strengths, interests and potential within every child and to nurture those qualities so that they can thrive and succeed in later life. We encourage practitioners to identify what motivates and inspires each child, and to build upon those passions, interests and skills to support their development. Historically, education has sometimes been viewed as the process of imparting knowledge to children, and whilst that approach has always been well intentioned, our view is that education should also be about drawing

	out the talents, capabilities and individuality of each child. This is the ethos that we strive to champion across our services. While we cannot mandate how schools operate in every respect, we work hard to instil a strong sense of commitment and responsibility towards children and young people, encouraging approaches that recognise and celebrate their individual strengths and support them to achieve their full potential.
(Lisa Hastings) Could there be guidance that we could provide to our Members to assist them with correctly advising and/or signposting residents within their respective communities?	(Stephen Chynoweth) The challenge with this approach is that it can bypass and complicate what is otherwise a clear and established process for raising concerns or complaints about a school. The appropriate route is for parents to follow the school's complaints procedure, progressing through the relevant stages of that process. If those stages are exhausted and the matter remains unresolved, it can then be referred to the Department for Education. It is also important to note that, under Section 45 of the Education Act 2011, local authorities are no longer permitted to intervene directly in parental complaints about schools. As a result, concerns must first be addressed through the school's own complaints process. My advice to parents and carers would be to maintain open and constructive communication with the school wherever possible. If concerns cannot be resolved through discussion, they should utilise the school's complaints procedure. Alternatively, they may raise the matter through a Member Enquiry via their local Councillor. This will be forwarded to the relevant Council Officer, who can consider the issues raised and provide appropriate support while the matter is also being pursued through the formal channels available,

	including the Department for Education where necessary.
What proportion of the current Essex County Council training available to school staff is co-produced and co-delivered by people with learning disabilities and autistic people themselves?	(Ondrea Bloom) We also provide a comprehensive core offer and suite of resources relating to cognition and learning, which includes support for children and young people with learning disabilities. Our autism-specific training is designed to take a holistic approach and covers a range of co-occurring conditions, including learning difficulties, anxiety and epilepsy. In addition, we have a wide range of developmental resources that have been developed by the Strategy Lead for Cognition and Learning and her teams. We recognise that no single training programme will ever meet all the needs of an individual child or young person. For that reason, we seek to consider children holistically, taking account of their full range of strengths and needs when determining the most appropriate support and guidance. As part of our training offer, we ensure that common co-occurring conditions are discussed and considered. Where a specific condition is not covered in detail through a particular programme, we will signpost practitioners to the most relevant specialist training available. Schools can also discuss their requirements with our SEND Inclusion Partners, who can provide tailored advice and guidance on the most appropriate training and resources to meet the needs of their pupils.
The reason the Oliver McGowan Training is so significant is that Oliver and his parents were not listened to, despite raising concerns about his needs. As part of the training opportunities available to schools, do participants have the opportunity to hear directly from individuals with lived experience and learn from their perspectives?	(Ondrea Bloom) Absolutely. Many of our training programmes incorporate the voices and experiences of children, young people and families with lived experience. For example, within our 11-week course, autistic young people themselves contribute directly to the programme, sharing their experiences and perspectives. A number of our other training sessions also involve young

	ambassadors, ensuring that participants hear directly from those with lived experience. Through the Stay Project, we have involved ambassadors from the Multi-Schools Council, who have spoken directly with young people and have also delivered their own workshops and assemblies. Across our Strategy Teams, we work closely with a range of stakeholder groups. Within my own area, for example, we collaborate with the Multi-Schools Council and autism ambassadors who contribute to the development of training and strategic initiatives. A current example of this is our work on autistic burnout, where we are engaging directly with a group of young people who have experienced it themselves. Their experiences and insights are being used to shape and inform the work from the outset. This ensures that the content is grounded in real-world experiences before any training materials are developed. This emphasis on co-production is one of the reasons we place such value on our NEN training offer. It is developed collaboratively with parents and carers, young people, and individuals with lived experience, ensuring that the training is authentic, relevant and informed by those who are best placed to share the realities of navigating these experiences. (Stephen Chynoweth) I would also encourage anyone interested in hearing more about how the voices of children and young people are embedded within our work to look at the work led by Kierran Pearce, who leads the Multi-Schools Council. His work demonstrates the strong emphasis placed on elevating and promoting the voices of children and young people across Essex, including in Tendring,

	and ensuring that lived experience informs decision-making and service development. The work undertaken through the Multi-Schools Council provides valuable opportunities for children and young people to influence policy, practice and training, ensuring that their experiences and perspectives are heard and acted upon. It is a fantastic example of how meaningful participation can help shape more effective and inclusive services for young people across the county.

It was moved by Councillor Barrett, seconded by Councillor Ferguson and **RESOLVED** that the Committee:

a) recognised the significant prevalence of young people with SEND including Learning Disability and Autism in Tendring;
b) noted the importance of professionals in the education setting to have appropriate training for their role in respect of SEND;
c) supported those responsible for encouraging the uptake of SEND training to help ensure a high level of training amongst staff;
d) supported the ongoing commitment to collaborative working across schools, ECC and partners, in relation to the Tendring Education Leaders and Strategic Partners groups in working together to improve the experiences and opportunities for all children and young people across the district;
e) approved this report to be submitted to Full Council at its meeting on 24 November 2026 alongside the Motion from Councillor Doyle, together with the presentation from Essex County Council officers received at this meeting and the link to the live recording, encouraging all Members to watch in advance, before considering this Committee's response to the Motion; and
f) In accordance with Council Procedure Rule 12.8, the Committee determined to advise Council that the Committee thanked Councillor Doyle for raising the important topic of training on Learning Disability and Autism for all staff across schools in the District of Tendring, and whilst it agreed with the spirit of the motion, following the evidence presented to the Committee by Essex County Council Officers, did not feel it could support the motion as put forward, because it is not possible to mandate training and that alternative training was promoted for the educational setting; and would

RECOMMEND TO COUNCIL the original motion is amended as follows (as shown by changes highlighted below):

"That Tendring District Council:–

(1) Believes that too many children with Special Educational Needs & Disability (SEND) are still misunderstood or unsupported at school, and too many families must fight to get the right help;

(2) Reiterates that this is not a criticism of school staff but about making sure they have the training and confidence to support every child properly;

(3) Notes that Oliver McGowan Mandatory Training is the Government's preferred and recommended training for learning disability and autism in health and social care, as set out in the most recent Code of Practice published in September 2025 and which is nationally recognised and co-produced with people with lived experience;

(4) Believes in inclusive education, that understanding should not be optional or dependent on which school a child attends and that every child deserves to be understood, to feel safe at school, and if that is not achievable an alternative support be found for parents and guardians to enable every child to have the chance to achieve their full potential;

(5) Feels strongly that mandatory training for school staff would bring consistency, earlier understanding, better communication with families, and better outcomes for children across Tendring and that better informed staff can reduce anxiety, improve attendance and create a stronger learning environment for everyone;

(6) Recognises the wealth of relevant learning material produced by Essex County Council on SEND and Autism, in the context of their legal powers in the education system; and

(7) Therefore, calls on all Schools and Academy Trusts in the District of Tendring to take up the available training for all their staff on Learning Disability and Autism, as a matter of fairness and equality."

11. REPORT OF THE ASSISTANT DIRECTOR (CORPORATE POLICY & SUPPORT) - A.2 - TOWN AND PARISH COUNCILS FOR CLACTON-ON-SEA, HOLLAND-ON-SEA, AND WEST CLACTON & JAYWICK SANDS

It was reported that, following the required Community Governance Review and engagement with residents undertaken as part of that review, Full Council had resolved to establish three new Parishes and their respective Parish Councils. Full Council had approved a commencement date of 1 April 2027, and, through the Officer report (A.2), the Committee had been invited to recommend to Full Council that the commencement date be amended to 1 April 2028, being 12 months later than originally envisaged.

It was further reported that, in accordance with the decision of Full Council on 2 June 2026 (Minute 28 referred), the initial term of office for Parish Councillors elected to the new Parish Councils would be five years. Through the Officer report (A.2), the Committee had also been invited to consider recommending to Full Council, at its meeting on 13 October 2026, that the initial term of office be amended to three years. It was noted that this would align the second and subsequent elections to those Parish Councils with the scheduled elections to all other Parish Councils in the District.

The Committee was informed that, following the UK Government's decision to withdraw its decision of 25 March 2026 to implement Local Government Reorganisation in Greater Essex, the existing electoral cycle for District and Parish Councillor elections had been restored.

Members were advised that, although the Community Governance Review had been launched prior to the commencement of the Local Government Reorganisation process in Greater Essex, a key theme arising from the engagement undertaken during the

review had been residents' desire for a local voice. The timetable approved by Full Council on 2 June 2026 had been intended to enable the new Parishes and Parish Councils to hold elections one year in advance of the proposed creation of new unitary authorities. This would have allowed the new councils time to establish themselves in their representative role while Tendring District Council remained in existence.

It was explained that, as Local Government Reorganisation had been postponed for at least one year, a one-off opportunity had arisen to adjust the timetable for the establishment of the new Parishes and Parish Councils. Taking advantage of this opportunity would provide Officers and local District Councillors, supported by the Essex Association of Local Councils, with a longer period in which to implement the new Parish Councils, including undertaking the necessary electorate and financial calculations. It would also allow for further engagement with the communities proposed to be parished regarding the types of services and initial priorities they might wish the new Parish Councils to deliver.

In relation to the terms of office for Parish Councillors, Members were informed that the restoration of the existing electoral cycle meant that all existing Parish Councillors elected on 6 May 2027 would serve a four-year term. Accordingly, should the Committee be minded to recommend postponing the implementation of the Parish Councils for Clacton-on-Sea, Holland-on-Sea and West Clacton & Jaywick Sands until 1 April 2028, it would also be appropriate to consider recommending that the term of office of those elected to serve on those Parish Councils be reduced to three years in order to align with the wider electoral cycle. Otherwise, elections to those Parish Councils would remain permanently one year out of alignment with all other Parish Council elections in the District.

It was further explained that, if the Committee was not minded to recommend postponing the implementation of parishing arrangements for Clacton-on-Sea, Holland-on-Sea and West Clacton & Jaywick Sands, and the commencement date therefore remained as 1 April 2027, the Committee was invited to consider recommending that the initial term of office for Councillors elected to those bodies be amended to four years in order to achieve alignment with the rest of the District. In that scenario, as elections to existing Parish Councils would be aligned with District Council elections, retention of the currently approved five-year initial term would result in subsequent elections for the Parish Councils of Clacton-on-Sea, Holland-on-Sea and West Clacton & Jaywick Sands being held separately, one year later than those for all other Parish Councils in the District. This was considered more likely to result in ongoing higher election costs for those Parish Councils, as they would be unable to share election costs with the District Council, County Council, Police, Fire and Crime Commissioner, or UK Government elections.

Members were advised that the UK Government's current stated intention was for a Greater Essex Mayor to be elected for the proposed Combined County Authority in May 2028. On that basis, the recommended commencement date for the new Parishes and Parish Councils would enable the costs of those Parish Council elections to be shared with the Greater Essex Mayoral election.

The Committee was informed that, once established, the UK Government had the ability to amend the terms of office of Councillors serving on principal and local councils should this prove necessary. Consequently, if decisions relating to local government

reorganisation in Essex were implemented, a mechanism would exist to amend the terms of office of the new Parish Councillors in line with any changes affecting other Parish Councillors.

It was noted that, without the recommended changes being agreed, the Reorganisation Order setting out, amongst other matters, the terms of office of Councillors for the Parish Councils of Clacton-on-Sea, Holland-on-Sea and West Clacton & Jaywick Sands would need to have been made by 14 October 2026 at the latest in order to authorise the necessary preliminary arrangements for those new parishes to be established on 1 April 2027. Members were further advised that, once the Order had been made and sealed, any subsequent amendments to the arrangements for the new Parishes and their Parish Councils would require a further Community Governance Review.

Questions by Members:-	Answers:-
Is there a mechanism in place that would allow the term of office to be amended further should additional changes to the electoral cycle occur?	(Lisa Hastings) As the position remains uncertain, it is not possible to comment on potential implications until formal arrangements have been confirmed. Any impact on Town and Parish Council elections arising from the paused Local Government Reorganisation (LGR) programme would depend on whether the associated term of office is amended as part of a Structural Changes Order.
In the event that the implementation is deferred by a year, would it be possible to establish a shadow Town Council to undertake the necessary preparatory work, including the development of governance, policy, and framework documents? This would help ensure that, when the Town Council is formally established, the key policy framework is already in place, and any planned initiatives are ready to be implemented.	(Lisa Hastings) Not in legal terms. The initial period would run from April 2028 until the elections in May 2028. During this interim period, the Town and Parish Councils would comprise existing District Councillors, the extra year would allow significant preparatory work to be undertaken to support a smooth transition to the new arrangements.

It was moved by Councillor Ferguson, seconded by Councillor Amos and unanimously **RESOLVED** that:

1) based on the information set out in the Office report (A.3), the Community Leadership Overview and Scrutiny Committee recommends to Full Council on 13 October 2026 that the decisions of Full Council on 2 June 2026 following the Community Governance Review for Clacton-on-Sea, Holland-on-Sea and West Clacton & Jaywick Sands be amended as follows:
    a) the new Parishes commence on 1 April 2028 and not 1 April 2027 (with elections to the Parish Councils consequentially moved to May 2028 rather than in May 2027);

b) the initial term of office for Parish Councillors elected to those Parish Councils be three (3) years and not five (5) years;

2) the Chief Executive be requested to await the decision of Full Council on 13 October 2026 in respect of the recommendation above before the required Community Governance Reorganisation Order (arising from the relevant decision of Council on 2 June 2026) is formally made and sealed and that the outcome of that meeting in respect of the above recommendation be incorporated as necessary into that Order; and

3) the Committee notes that, on the basis recommendation (1) above is approved by Full Council, communication with residents and interested parties in the area of the new Parishes will be undertaken to update them that the implementation date for those Parishes and their Parish Councils will be 1 April 2028 and the commissioning of Essex Association of Local Councils to support the introduction of the new Parishes will be updated to reflect that timeline.

12. REPORT OF THE ASSISTANT DIRECTOR (CORPORATE POLICY & SUPPORT) - A.3 - REVIEW OF THE WORK PROGRAMME

It was moved by Councillor Barrett, seconded by Councillor Davidson and **RESOLVED** that the Report of the Assistant Director (Corporate Policy & Support) – A.3 – Review of the Work Programme be deferred to the next meeting of the Committee, due to be held on Tuesday, 8 December 2026.

The meeting was declared closed at 9.29 pm

Chairman

Essex County Council

Tendring District Council

Tendring, *together*

Tendring District Council –Community Leadership Overview and Scrutiny Committee committee

Ondrea Bloom – SEND Strategy Lead – Autism
Stephen Chynoweth – Head of Education & EY - North

6th October 2026

Tendring District Council

The motion stated

That my Motion as set out below in full, calling on Essex County Council to direct that the Oliver McGowan Mandatory Training on Learning Disability and Autism for all staff across schools in the District of Tendring, be referred to the Community Leadership Overview and Scrutiny Committee for further information on the type of training mentioned and the implications of 'inclusive education' being researched, with evidence in support, and submitted back to Full Council prior to making its informed decision on the subject matter.
That Tendring District Council –

(1) Believes that too many children with Special Educational Needs & Disability (SEND) are still misunderstood or unsupported at school, and too many families must fight to get the right help;
(2) Reiterates that this is not a criticism of school staff but about making sure they have the training and confidence to support every child properly;
(3) Notes that Oliver McGowan Mandatory Training is the Government's preferred and recommended training for learning disability and autism in health and social care, as set out in the most recent Code of Practice published in September 2025 and which is nationally recognised and co-produced with people with lived experience;
(4) Believes in inclusive education, and that understanding should not be optional or dependent on which school a child attends and that every child deserves to be understood, to feel safe at school, and to have the chance to achieve their full potential;
(5) Feels strongly that mandatory training for school staff would bring consistency, earlier understanding, better communication with families, and better outcomes for children across Tendring and that better informed staff can reduce anxiety, improve attendance and create a stronger learning environment for everyone;
(6) Therefore, calls on Essex County Council and relevant Academies to direct that the Oliver McGowan Mandatory Training on Learning Disability and Autism for all staff across schools in the District of Tendring be implemented urgently as a simple matter of fairness, inclusion and responsibility.

This evening….

In order to address the motion, this presentation will address:

- Outcomes of Tendring students with SEND and/or autism.
- The Essex Inclusion Strategy and aspirations for ‘inclusive education’
- The current training offer for Tendring schools and academies for autism training
- The legalisation regarding governance of Tendring schools and academies in mandating training, including an overview of Tendring

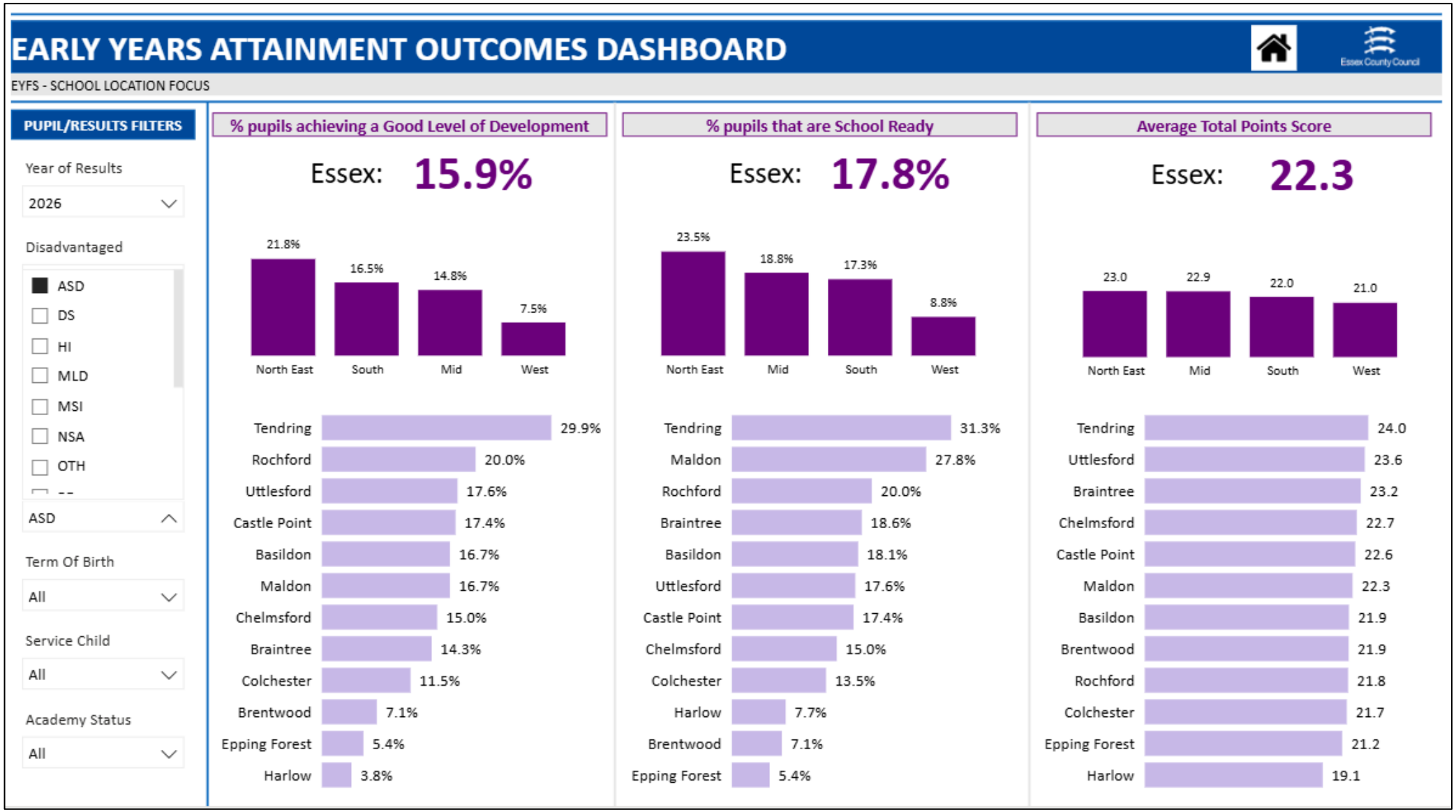
This evening….

In order to address the motion, this presentation will address:

- Outcomes of Tendring students with SEND and/or autism.

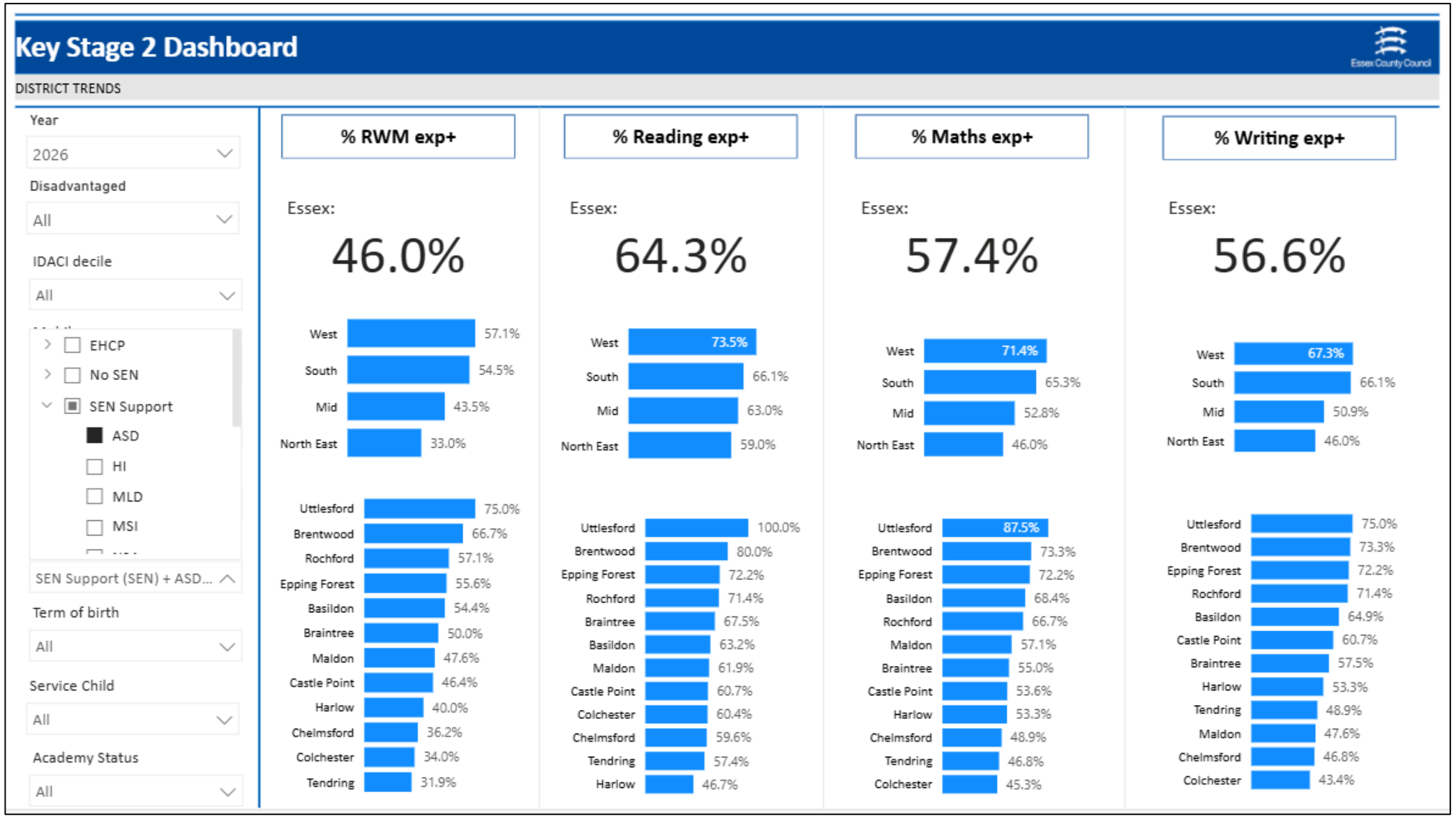
2026 Good Level of Development (GLD) outcomes across Essex – 5 years olds

Pupils diagnosed with autism



2026 Key Stage 2 (Y6) outcomes across Essex – 11 year olds

Pupils diagnosed with autism



2025 Key Stage 4 (GCSE) outcomes across Essex – 16 year olds

Pupils diagnosed with autism





- In 2025-2026, autistic children/young people in Tendring were among the highest across Essex achieving a Good Level of Development
- Autistic children/YPs outcomes at KS2 (2025-2026) and KS4 (2024-2025), whilst still lower than the Essex average, are improving upon previous years.
- Early indications from unvalidated 2025-2026 KS4 data demonstrates improved %9-4 GCSE outcomes for autistic children/YP

This evening….

In order to address the motion, this presentation will address:

- The Essex Inclusion Strategy and aspirations for ‘inclusive education’

Inclusive Education

Essex County Council fully shares the ambition that every child and young person, regardless of need, should feel understood, valued, safe and supported to achieve their potential in school.

ECC recognises that for some children with SEND, and particularly for some children with learning disabilities and autism, this ambition is not always consistently realised.

The Council also acknowledges the experiences of families who have felt that they have needed to work hard to secure the support their child requires.



Essex SEND Reform Plan

Co-produced by Essex County Council, Greater Essex ICB,
Essex Schools, Settings and the Essex Family Forum





ESSEX SEND SYSTEM

OUR VISION

All children and young people in Essex feel **safe, valued** and that they **belong,** irrespective of background or need.

Their needs are identified and assessed accurately, in a timely way, and they are **empowered to progress** and **live full lives**.

Through **inclusion, compassion** and **partnership**, Essex maintains a **consistent** education system where needs are met, families are heard and support is **equitable** and **joined-up**.



INCLUSION
Everyone belongs and can thrive

COMPASSION
We care, listen and respond

PARTNERSHIP
Stronger together, working as one system

EQUITY
Fair access to the right support at the right time

EMPOWERMENT
Supporting children, young people and families to succeed

SEND Reform strategy

The Essex SEND reform strategy identifies a system that is **developing**.

Essex benefits from a strong, shared inclusive vision, improving leadership and governance, and high levels of engagement from schools, families and system partners. However, experience and outcomes remain variable, driving uncertainty, escalation into statutory processes and reliance on specialist provision.

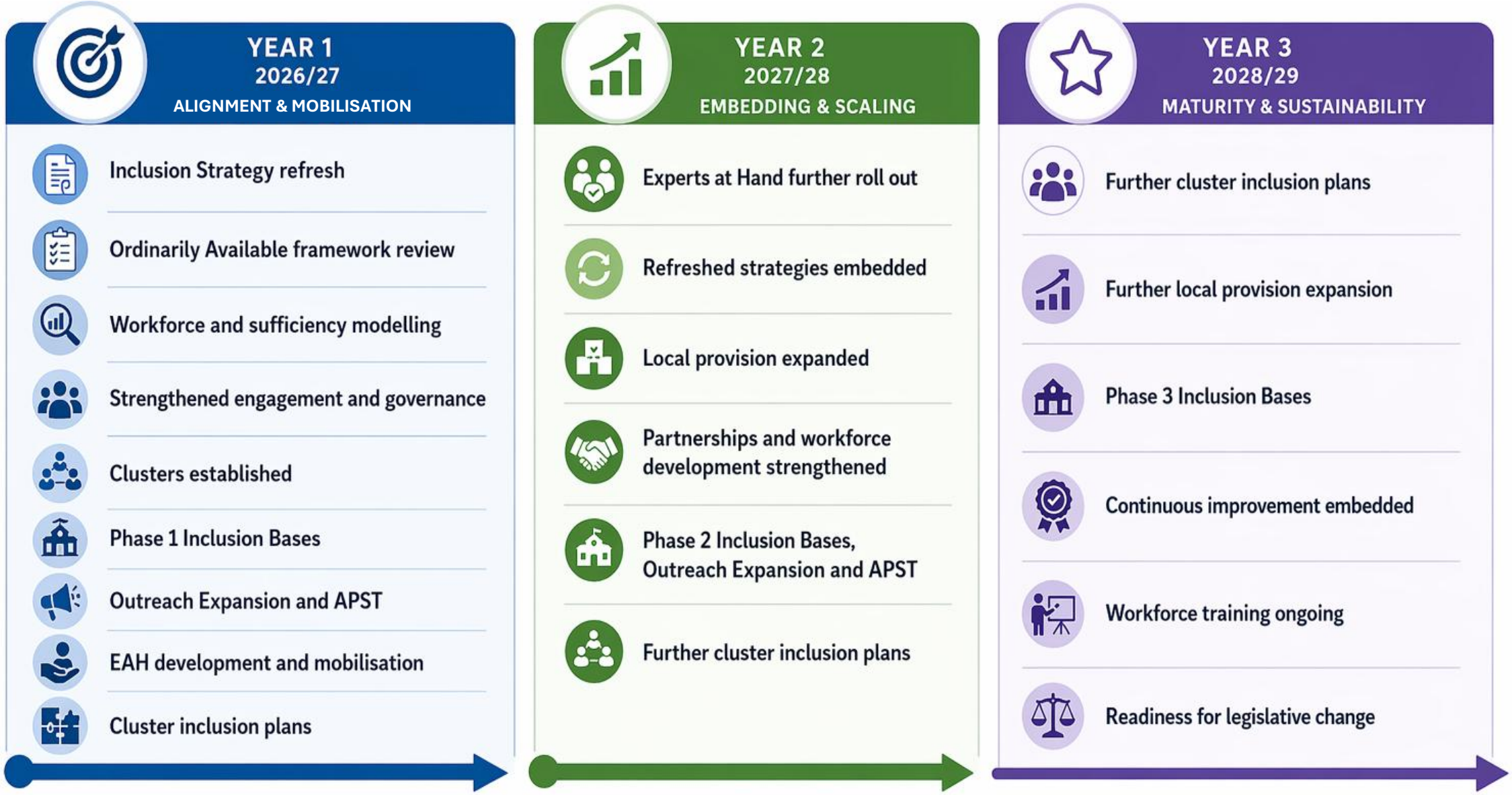
The strategy focuses on:

- **Acting earlier**, so needs are identified and met before escalation;
- **Consistency**, so children and families experience high-quality support regardless of location or setting;
- **building confidence and capability** across education, health and care, so inclusion becomes routine rather than exceptional.

Delivery will be initially phased over three years, supported by strong governance, shared data, coproduction and continuous learning.



Key milestones



Vision – 6 pillars

Relationships	Wellbeing



Positive, mutually respectful **relationships** underpin and support the inclusion of all pupils and their families and promote equality and diversity.

The **wellbeing** of all members of school communities is well-supported.

Attending	Participating



All pupils enjoy school and have high levels of **attendance.**

All pupils are empowered and eager to **participate** in all aspects of school life.

Achieving	Moving on



An equitable, high-quality curriculum supports all pupils to **achieve** well, from their different starting points.

All pupils are well-supported to **move-on** to appropriate next steps.

Codifying components that increase likelihood of positive Sense of Belonging (school attendance)

Enacting the right support, from the right team, at the right time

	Relationships	Wellbeing	Attending	Participating	Achieving	Moving on

Codifying components that increase likelihood of positive Sense of Belonging (school attendance)

Enacting the right support, from the right team, at the right time

	Relationships	Wellbeing	Attending	Participating	Achieving	Moving on
LA PROGRAMMES	✓ TPP ✓ Ready to Regulate ✓ Ordinarily Available	✓ Ordinarily Available ✓ ELSA training ✓ Let's Talk...we Miss you ✓ EBSA training	✓ Ordinarily Available ✓ Early Help ✓ TPP ✓ Targeted Support Meetings (TSMs) consultations sessions. ✓ AST specialised training/ workshops. ✓ Attendance Compliance	✓ Ordinarily Available ✓ Strategic Planning Meetings – SENCo/ IP/ HT/ SEP ✓ Inclusion Review ✓ Inclusion Framework	✓ Ordinarily Available ✓ School Improvement SEP challenge & support ✓ LA Governance support	✓ Ordinarily Available ✓ Effective transition esp. Y6/7 as well as EY/Reception and Y11/ post 16 ✓ Promotion of aspiration ✓ Good Beginnings (with EFs) ✓ STAY Project

Codifying components that increase likelihood of positive Sense of Belonging (school attendance)

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TOOLS	✓ Six Core Strengths Assessment/ curriculum ✓ Inclusion Framework assessment tool ✓ ELSA – pre/post measures ✓ Dedicated SOC for SWW cases/courtesy calls carried out ✓ EF SWW calls (post 30 weeks) ✓ EF involvement strengthening relationships- individual and strategic ✓ IP support with OA Relationships and behaviour	✓ Six Core Strengths Assessment/ curriculum ✓ Inclusion Framework assessment tool ✓ ELSA – pre/post measures	✓ Assessment and Intervention Pyramids ✓ Let's Talk We Miss You – assessment tools (identifying functions to inform intervention) ✓ Inclusion Framework assessment tool ✓ ELSA – pre/post measures ✓ Early Help Drop-in ✓ AST specialised training/workshops. ✓ AST parent phone line ✓ TSM – target cohorts ✓ EF support- Early intervention (individuals), small steps plan, EBSA support, strategic EBSA work	✓ Inclusion Framework assessment tool ✓ OA parent workshop pilot ✓ Reasonable adjustments ✓ TPP approach embedded in school's ethos ✓ IP Consultation drop-in for all staff linked to inclusion ✓ SEN Strategy Core Training offer (which does link to other pillars) ✓ One planning Support Participation strategy with IP ✓ Education Endowment Foundation Teaching toolkits	✓ OA parent workshop pilot ✓ SEND Ops – following Initiation Panel, we feedback to schools via IPs any improvements for One Planning. ✓ Inclusion Framework assessment tool ✓ Education Endowment Foundation Teaching toolkits	✓ EF transition support individual and strategic level ✓ SEND Ops share SWW pupils with wider team for transition years ✓ SEND Ops prioritise transition year groups when allocating EPs for EHCNAs to prevent being in the wrong setting with the wrong provision

Delivering the commitments

Inclusion Framework

Profiling of individuals and pupil cohorts, early intervention, and opportunities to seek financial support to develop systemic inclusive practices.

Inclusion Reviews

Supportive reviews offered to all schools and academies.

Inclusion Strategy

Ongoing delivery plans

Plans that specifically focus ECC resources on the delivery of our commitments.

Support for schools and academies

Training, resources and support for schools and academies to facilitate the further development of inclusive practices, including the Ordinarily Available.

This evening….

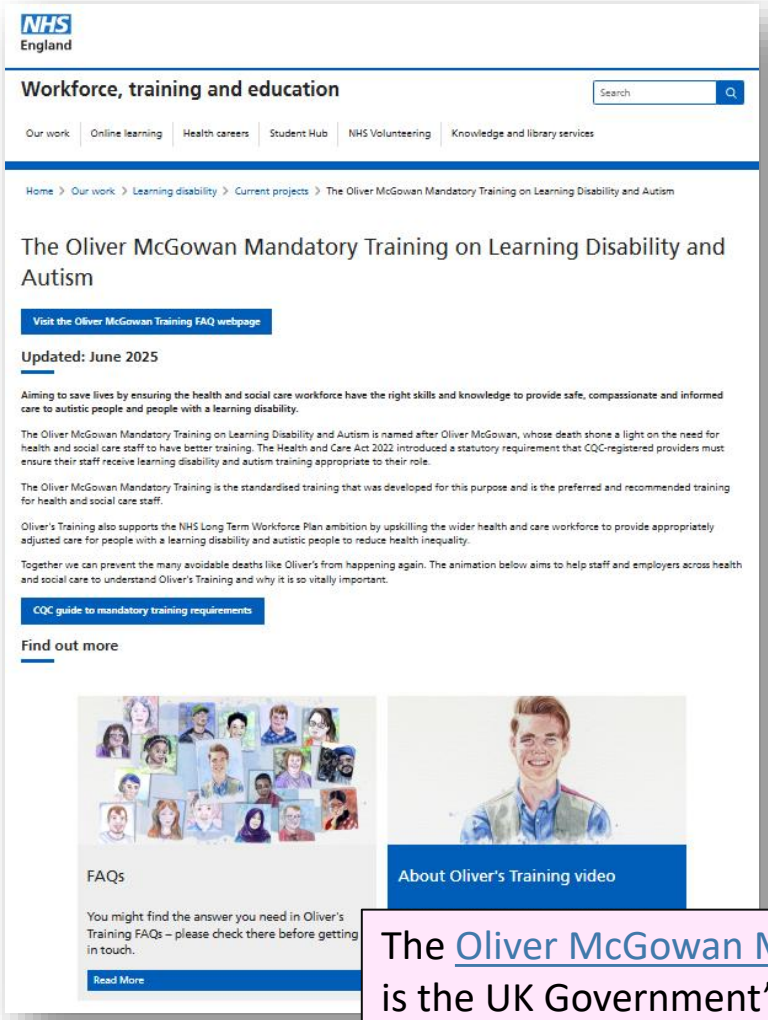
In order to address the motion, this presentation will address:

- The current training offer for Tendring schools and academies for autism/ SEND training

Essex's approach to inclusion extends beyond a single training programme.

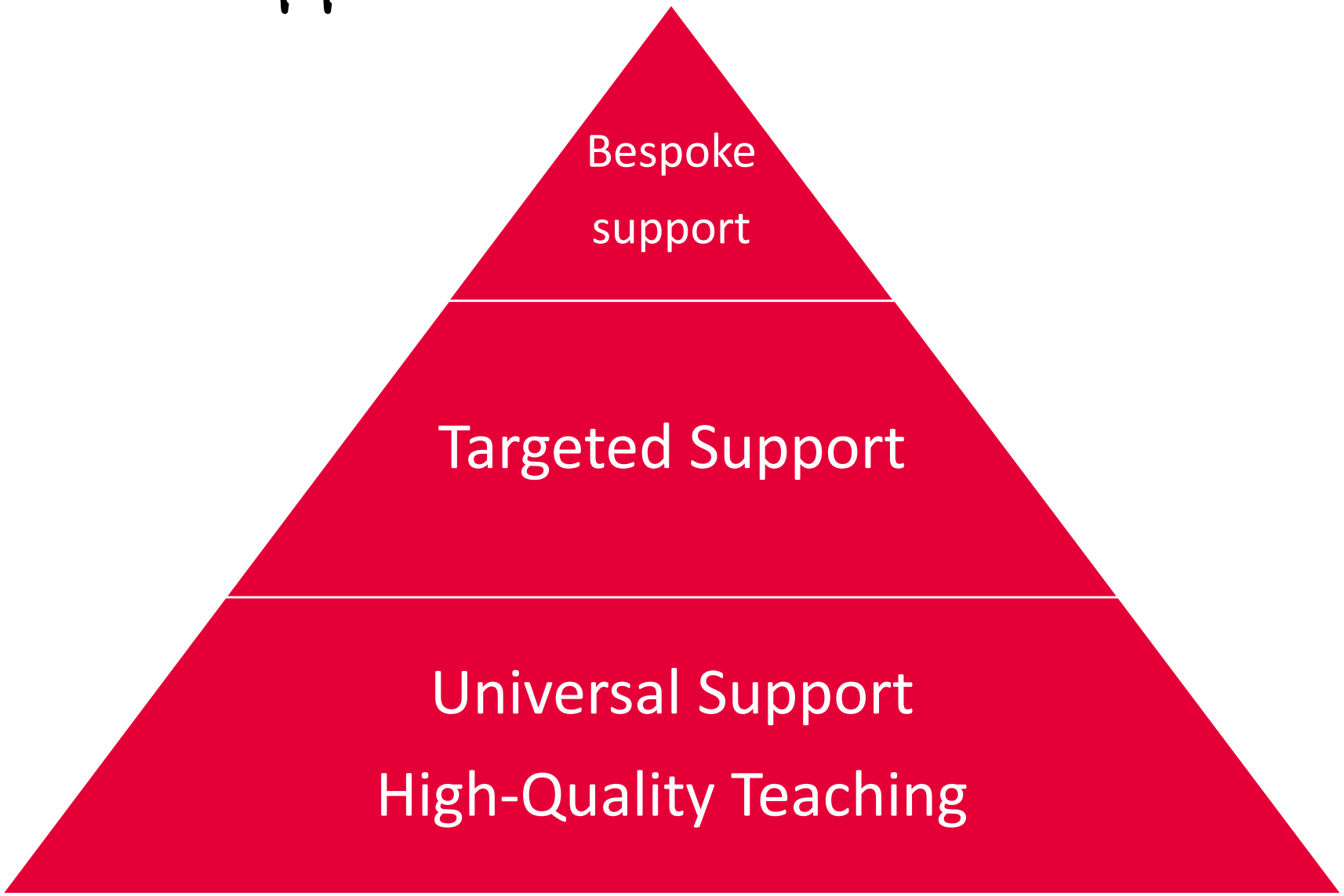
Through the Inclusion vision and strategy, Essex is committed to **building a fully inclusive education system** that promotes **ambition, equity and belonging**, values the **voices of children and families**, supports **early intervention** and ensures that all pupils can **participate fully** in school life.

The strategy emphasises the importance of **positive relationships**, **high-quality teaching**, **workforce development** and **whole-school inclusive cultures** in improving outcomes for children and young people.

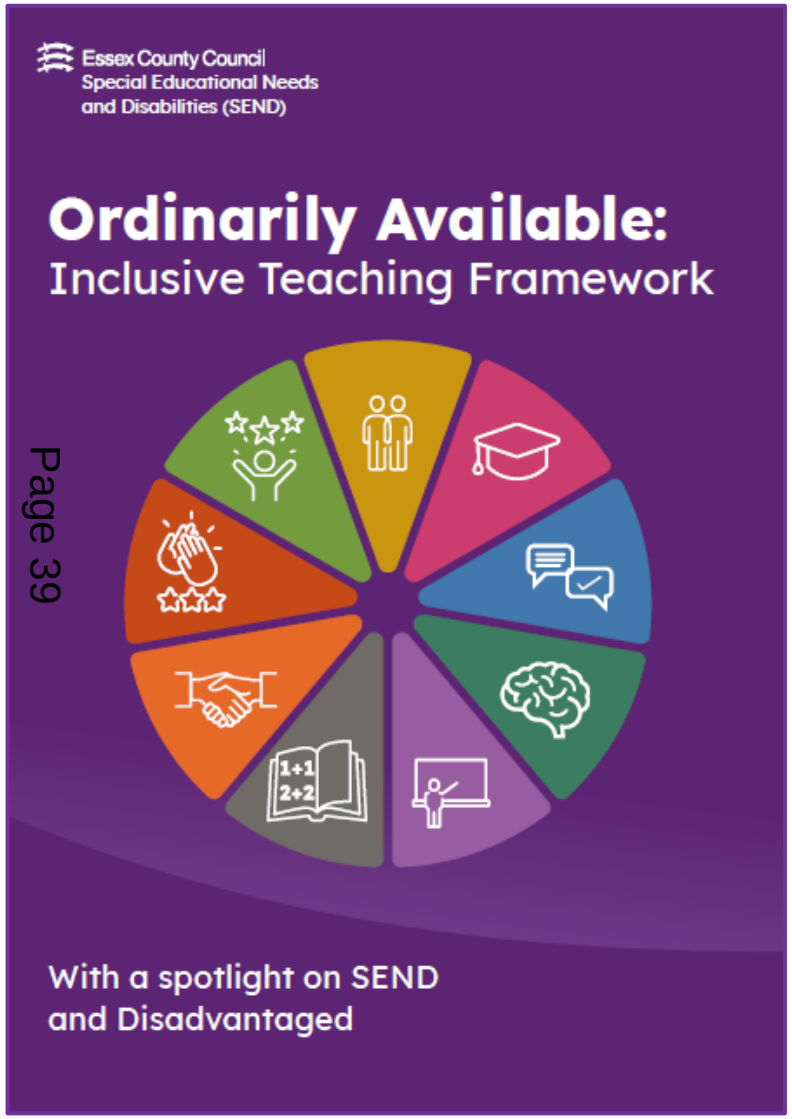


The Oliver McGowan Mandatory Training is the UK Government's preferred and recommended standardised training package to help **health and social care** staff meet legal requirements under the Health and Care Act 2022 in CQC providers in England.

A graduated approach

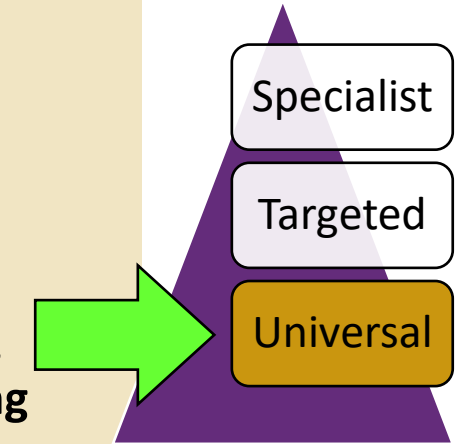


The Ordinarily Available



Ordinarily Available: Inclusive Teaching Framework

- for <u>all</u> pupils
- "*<u>whole class provision</u>*"
- delivered by classroom teachers and subject teachers, **overseen by curriculum lead for teaching and learning**



"Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable."

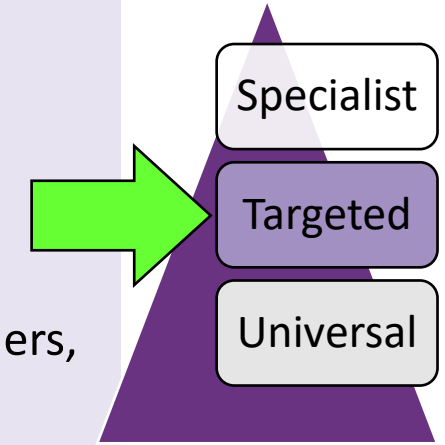
SEND Code of Practice 6.15

The Ordinarily Available



Ordinarily Available: Targeted Support

- for some pupils
- *"provision different from, or additional to"*
- delivered by Early Years practitioners, classroom teachers, pastoral and SEND teams, **overseen by SENCO**



"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age."

SEND Code of Practice 6.15

Neuroinclusive Education Network (NEN)

The Autism Education Trust (AET) is now the Neuroinclusive Education Network (NEN), part of the National Autistic Society.

The NEN Inclusive Professional Development Programme (IPDP) is a workforce culture change programme based on training modules and Framework Documents across all phases of education - Early Years, Schools and Post-16.

Through the NEN evidence-based training ECC offers a suite of training and support which enables schools and settings to create inclusive environments where every neurodivergent learner can thrive.

64% of all schools in Tendring have accessed core autism training in the last 5 years. Many schools were still disrupted in 21/22 with closures. Many of the schools will ha\v continued their CPD with complimentary Essex training modules

ECC Autism Training Offer

Essex County Council
Special Educational Needs and Disabilities

Autistic Masking and Burnout	Sensory Support x 2	NEN Good Autism Practice
Autism and Anxiety	Structured Learning	NEN Inclusive Leadership
Advanced Practitioner Course for Autism	Supporting Social Communication	NEN Progression Framework
PDA Information Sessions	Developing Joint Attention	NEN EYs training days x 2

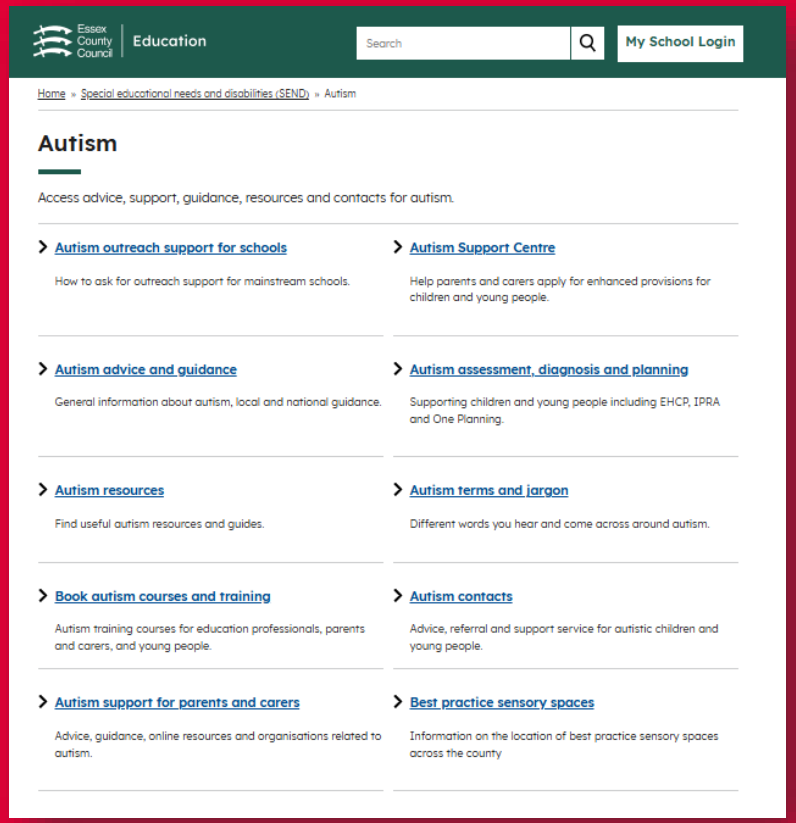
Specific training - Autism

For all education settings, Essex Local Authority provides a comprehensive directory of autism support, assessment pathways, training, resources and specialist services for schools, families and young people across Essex.

Evidence-based training provided includes:

- **Training and courses:** Autism training opportunities for education professionals, parents, carers and young people.
- **Resources:** A collection of useful autism resources and practical guides.
- **Advice and guidance:** General information about autism, including local and national guidance.
- **Autism outreach support for schools:** Information on how mainstream schools can access specialist autism outreach support.
- **Support for parents and carers:** Signposting to advice, guidance, online resources and organisations.
- **School planning:** Support and information relating to EHCPs, IPRAs and One Planning for autistic young people
- **Autism Support Centre:** Guidance for parents and carers on applying for enhanced autism provision for children and young people.
- **Sensory spaces:** Information about the location of best-practice sensory spaces across Essex.
- **Terminology:** Explanations of commonly used autism-related terms and jargon.
- **Contacts and support services:** Details of services providing advice, referrals and support for autistic children and young people.

This training complements that Council's comprehensive Inclusion Strategy which has been in existence for four years along with a Tendring Strategic Group and Educational Leaders group.



Autism | Essex Schools Infolink

Autism outreach support for schools | Essex Schools Infolink

Book autism courses and training: Essex training | Essex Schools Infolink

Autism training engagement across Tendring over last 2 years

Schools	Primary	Secondary	Special	Total
Actual number of Tendring schools	39	6	2	47
Number of Tendring schools who have attended Autism training	30	4	1	35
% of Tendring schools who have attended Autism training	**77%**	**67%**	**50%**	**74%**

Number of Tendring schools who attended the diffferent types of Autism training from 01/09/2024 to 28/09/2026:

Autism Training course	Primary	Secondary	Special	Total
Progression framework training	17	1	0	18
Pathological Demand Avoidance	12	3	0	15
Good Autism Practice in schools	11	0	0	11
Understanding Masking	8	0	0	8
Developing inclusive leadership to support neurodivergent students	8	0	0	8
Sensory awareness (eLearning)	8	0	1	9
Anxiety training	6	1	0	7
Autism Advanced practitioner course (11 week Programme)	6	0	0	6
Developing inclusive leadership in schools	4	0	0	4
Pathological Demand Avoidance (On-demand*)	1	0	1	2
Autism and ADHD: Dual Diagnosis (eLearning)	1	0	0	1
Masking and Autism (On-demand*)	1	0	0	1
Structured Learning (On-demand*)	1	0	0	1
Good Futures 'Train the Trainer' for secondary schools	0	1	0	1

**On-demand: Whole school training*

SEND training engagement across Tendring over last 2 years

Schools	Primary	Secondary	Special	Total
Actual number of Tendring schools	39	6	2	47
Number of Tendring schools who have attended SEND related training	35	5	2	42
% of Tendring schools who have attended SEND related training	**90%**	**83%**	**100%**	**89%**
Number of SEND related training courses attended	308	38	10	356

What is STAY?

Successful Transitions for Autistic Young people

Leadership	Workforce	Families	Pupils
Inclusive leadership, environmental audits, policy and practice review	Good autism practice, sensory support, anxiety, reasonable adjustments and co-regulation	Parent/carer learning, peer support and stronger school-based networks	Transition conferences, LEANS / Autistic and OK, and pupil voice

Core purpose: build sustainable policy, practice and relationships that enable successful primary-to-secondary transition.

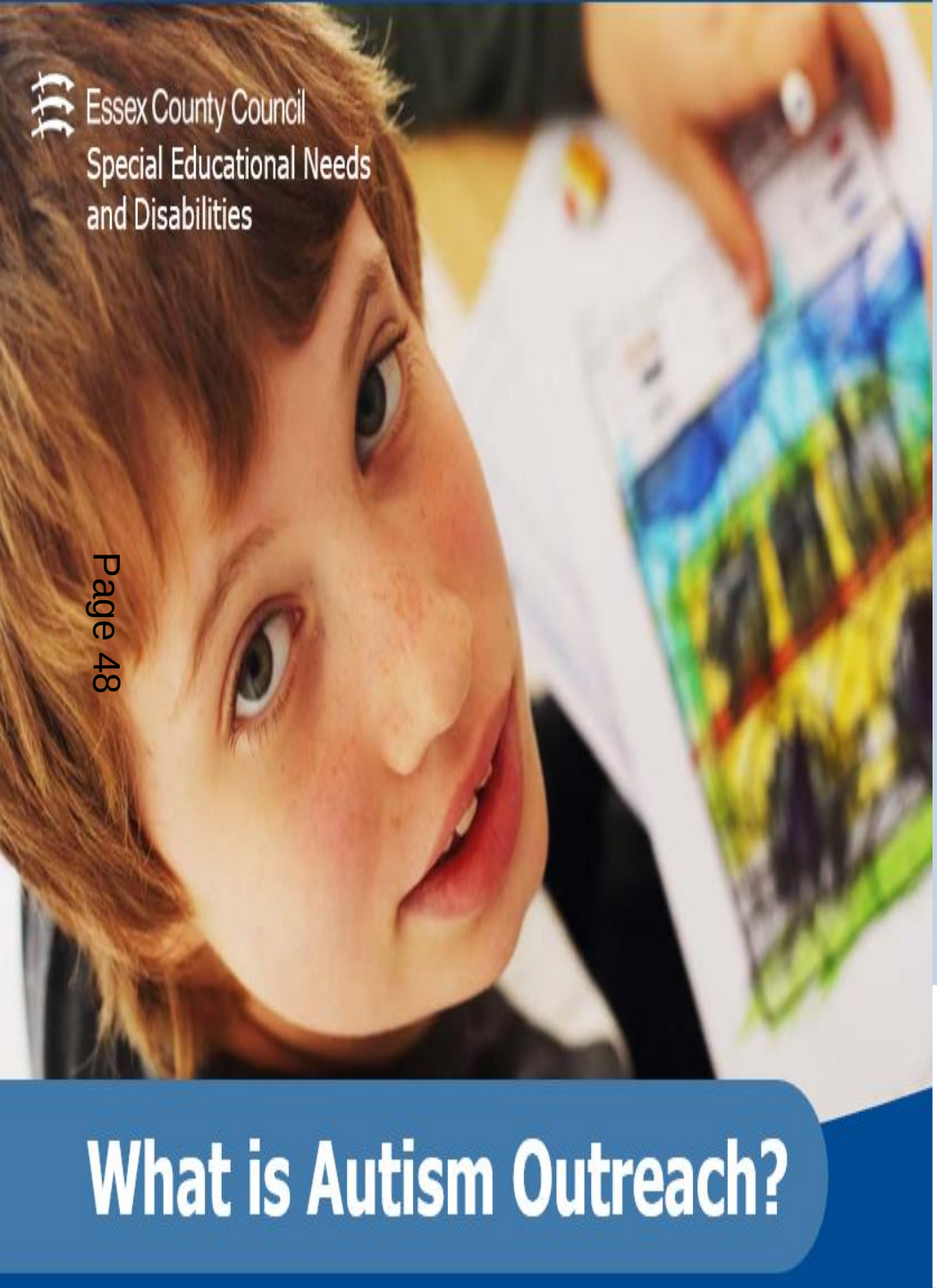
12 Tendring schools participated across Essex over the first 2 years



The Autism Schools Outreach Offer is a joint offer from Essex County Council and four special or mainstream schools across Essex.

In Tendring, Marketfield School and College is one of the four schools across Essex.

Schools can request outreach from their local special school provider to support them to be able to meet the needs of autistic pupils at their school.



Who is Autism School Outreach for?

The Autism School Outreach service is for pupils with an autism diagnosis and those on a waiting list for an autism assessment. Support can also be provided for pupils with learning needs where the barrier to learning is autism, or to those pupils who have co-occurring conditions such as ADHD or anxiety.

What will the Outreach Provider do?

Support from the outreach provider will depend on the needs of the child. It might involve:

- Support with planning and provision in class
- Coaching on specific interventions that might be helpful for the child
- Working directly with staff to share knowledge and skills

Ongoing support for Tendring

A joined-up network of local, system and specialist support

NE SEND

Specialist advice
Inclusion and SEND support
Early intervention

NE School Effectiveness

Leadership challenge & support
School improvement
Safeguarding & Quality of education

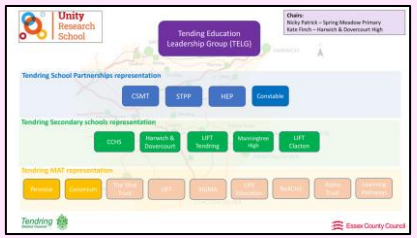
SCHOOLS

Pupils • staff • leaders • families

Tendring School Partnership

Local collaboration
Peer support and shared practice
Collective capacity across schools

TESPG/ TELG



Multi Academy Trust

Trust leadership and governance
Shared capacity and expertise
Strategic improvement support

This evening….

In order to address the motion, this presentation will address:

- The legalisation regarding governance of Tendring schools and academies in mandating training, including an overview of Tendring

Schools in Tendring district

39 primary schools (including infant or junior schools)

- 21 academies in a Multi-Academy Trust
- 18 LA maintained schools

6 secondary schools

- 6 secondary academies in a Multi-Academy Trust

2 Special Schools

- 1 academy in a Multi-Academy Trust
- 1 LA maintained special school

5 School Partnerships*

*2 smaller partnerships to be joined together for activities

Who is legally responsible?

Key Legal Distinctions

- **LA Maintained Schools:** Governed primarily by the Education Act 1996 and Education Act 2002. They are controlled and funded via local authorities, and statutory legal responsibilities are devolved to a Local Governing Body. They must strictly follow the National Curriculum and national teacher pay and conditions.

- **Academies:** Defined and regulated under Section 1A of the Academies Act 2010. Legally classified as independent schools that are independent of local authority control, with the Trust accountable as ther responsible body. Academies are funded directly by the Secretary of State for Education through a binding contract known as a funding agreement.

Who is legally responsible?

LA-MAINTAINED SCHOOL

Essex County Council is the maintaining authority

- **Accountability:** The governing body is the school's statutory governing board; powers and duties sit within the maintained-school framework.
- **Legal basis:** Principally the Education Acts 1996 and 2002, regulations and statutory guidance.
- **LA relationship:** ECC maintains the school, allocates funding and retains oversight and intervention functions. Employer and land arrangements vary by school category.
- **Local governance:** Decisions are made at school governing-body level, subject to statutory LA and Secretary of State powers.

ACADEMY TRUST SCHOOL

The academy trust is the legal entity responsible

- **Accountability:** The trust board is the statutory board and trustees are company directors and charity trustees. A local governing committee acts only under delegated authority.
- **Legal basis:** Academies Act 2010, Companies Act 2006, Charities Act 2011, articles of association and the funding agreement.
- **LA relationship:** The trust is independent of ECC and funded through arrangements with the Secretary of State / DfE; ECC does not direct its day-to-day operation.
- **ECC still retains:** Area-wide duties including place sufficiency, SEND, admissions coordination, home-to-school transport and safeguarding partnership responsibilities.

- SIGMA
- Canonium
- Penrose
- HOPE Trust
- Vine Trust
- LIFT
- LIFE Education
- ReACH2
- Alpha Trust
- Learning Pathways


Tendring, *together.*
Thank you!
Tendring
District Council
Essex County Council