

Public Document Pack

Community Leadership Overview and
Scrutiny Committee

6 October 2026

**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 – 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)

**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**

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.

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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

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:

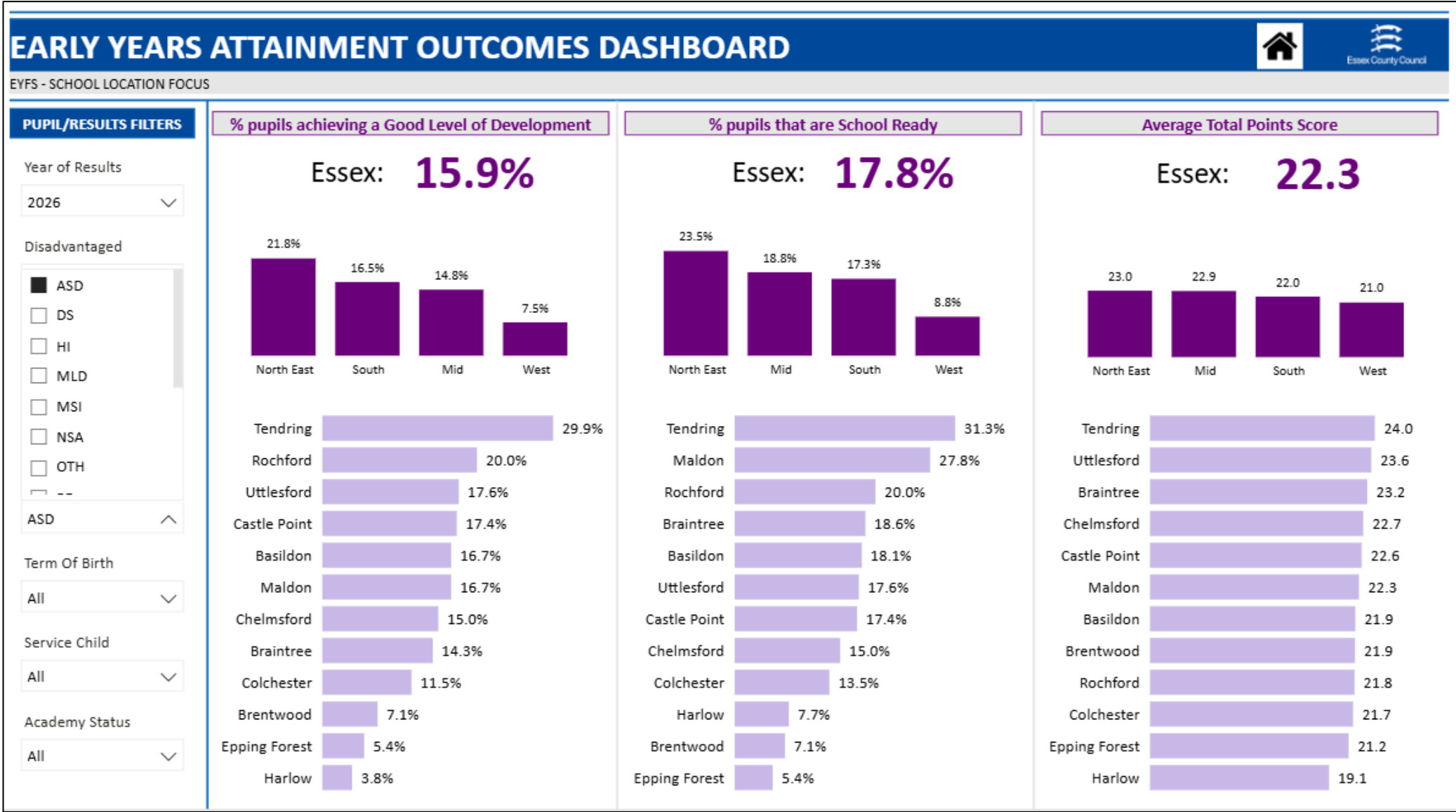
- Outcomes of Tending students with SEND and/or autism.

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

Pupils diagnosed with autism

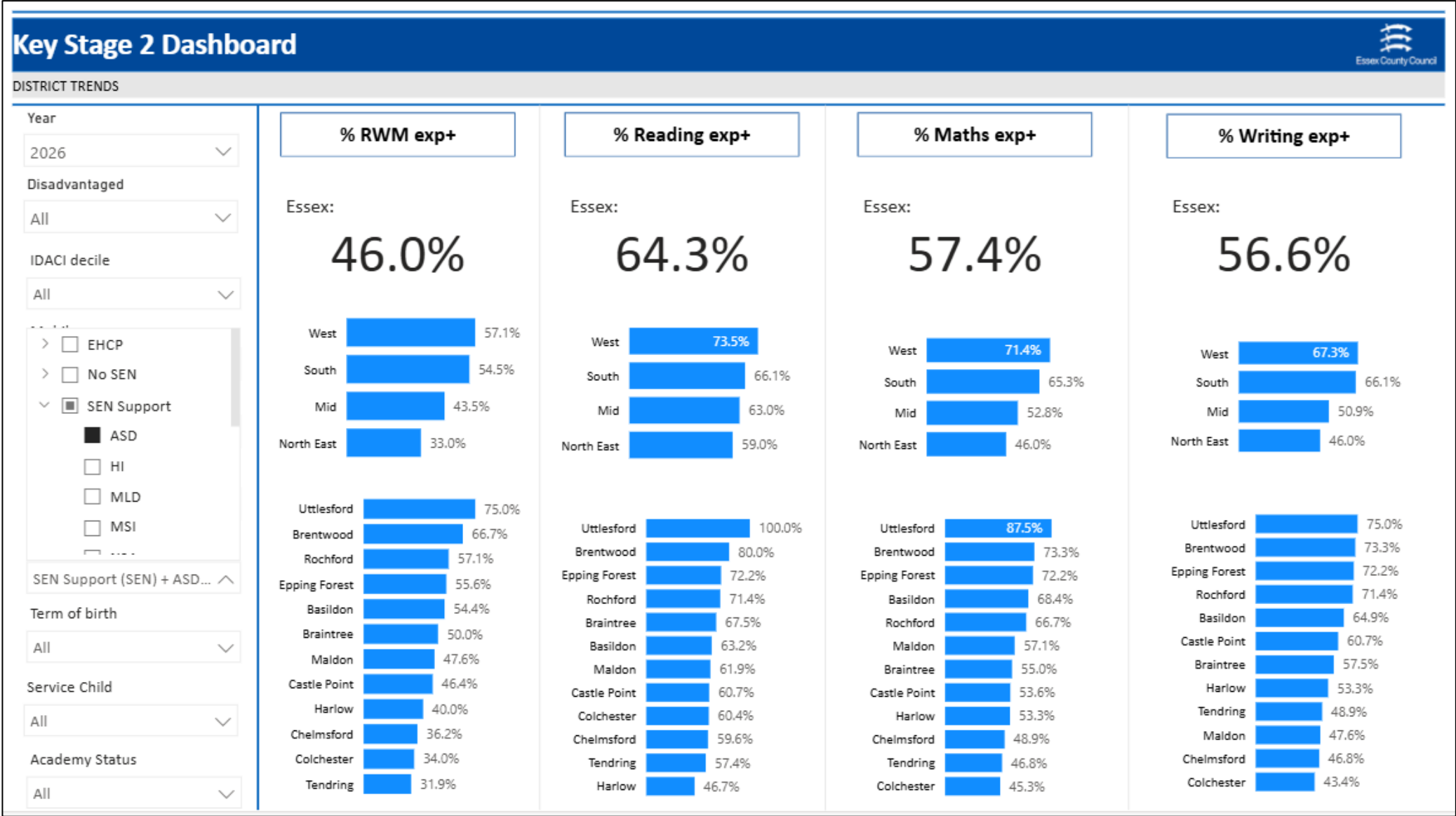
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2026 Key Stage 2 (Y6) outcomes across Essex – 11 year olds

Pupils diagnosed with autism

Page 8



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

Pupils diagnosed with autism

Page 9



- 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'

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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.

Essex County Council 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.

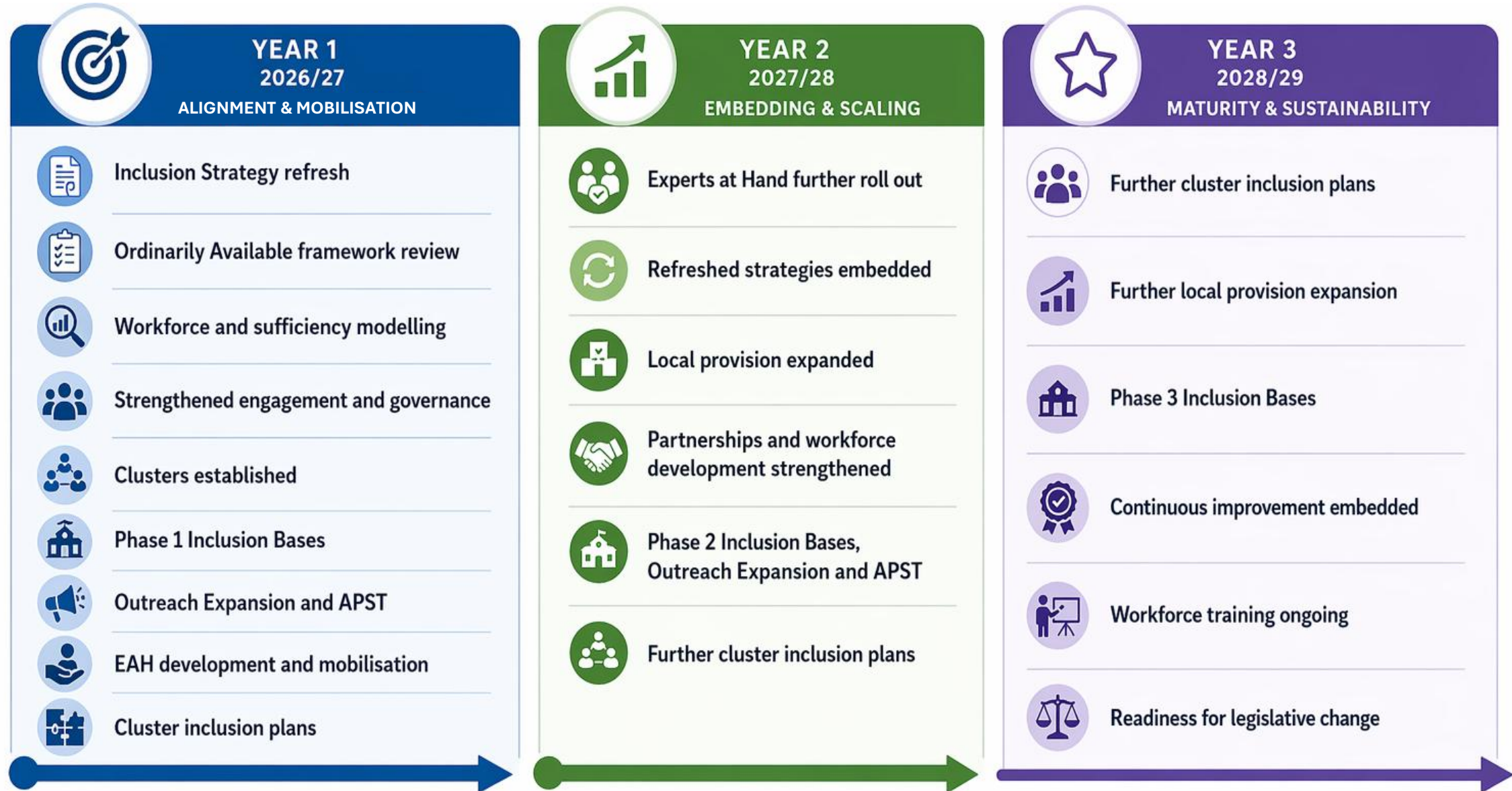
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The strategy focuses on:

- **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

Attending

Participating

Achieving

Moving on



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.

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

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

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
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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	<ul style="list-style-type: none"> ✓ TPP ✓ Ready to Regulate ✓ Ordinarily Available 	<ul style="list-style-type: none"> ✓ Ordinarily Available ✓ ELSA training ✓ Let's Talk...we Miss you ✓ EBSA training 	<ul style="list-style-type: none"> ✓ Ordinarily Available ✓ Early Help ✓ TPP ✓ Targeted Support Meetings (TSMs) consultations sessions. ✓ AST specialised training/ workshops. ✓ Attendance Compliance 	<ul style="list-style-type: none"> ✓ Ordinarily Available ✓ Strategic Planning Meetings – SENCo/ IP/ HT/ SEP ✓ Inclusion Review ✓ Inclusion Framework 	<ul style="list-style-type: none"> ✓ Ordinarily Available ✓ School Improvement SEP challenge & support ✓ LA Governance support 	<ul style="list-style-type: none"> ✓ 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

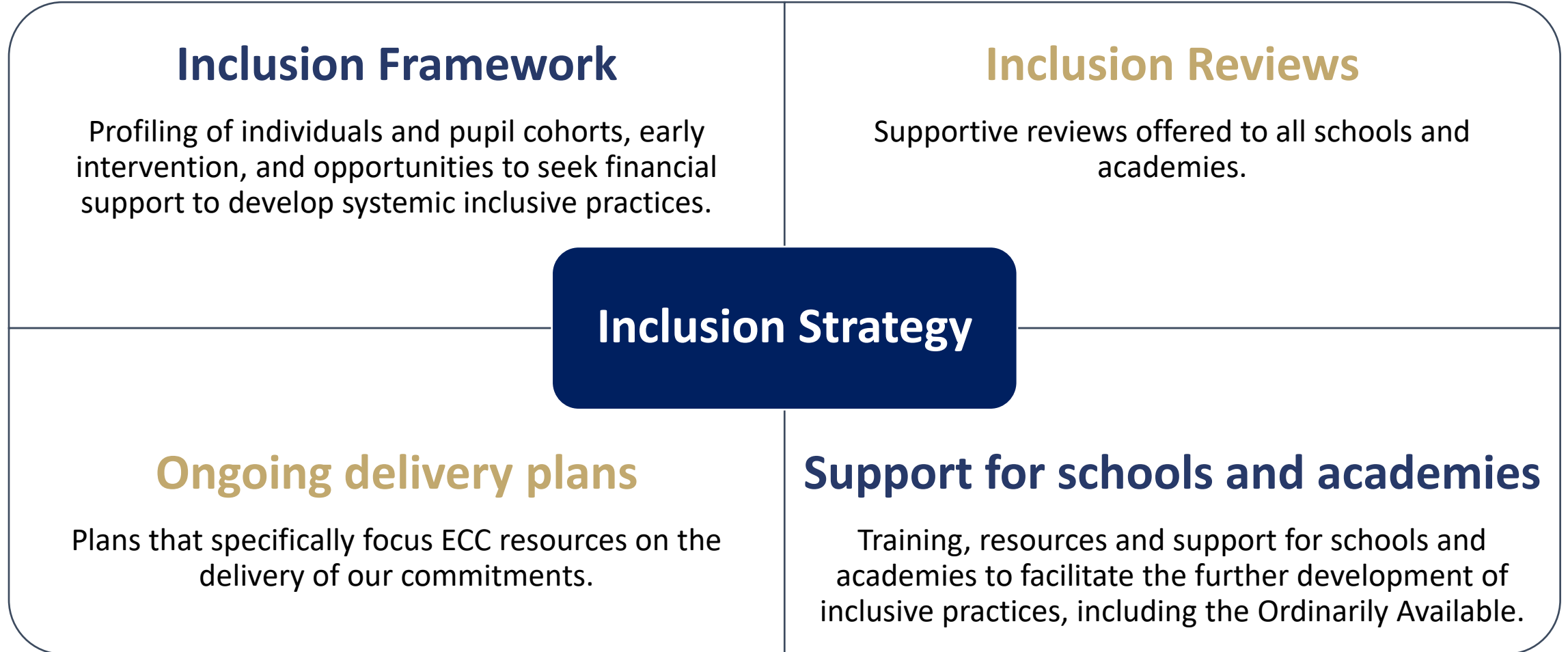
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TOOLS	<ul style="list-style-type: none"> ✓ Six Core Strengths Assessment/ curriculum ✓ Inclusion Framework assessment tool ✓ ELSA – pre/post measures ✓ Dedicated SOC for SSW cases/courtesy calls carried out ✓ EF SSW calls (post 30 weeks) ✓ EF involvement strengthening relationships- individual and strategic ✓ IP support with OA Relationships and behaviour 	<ul style="list-style-type: none"> ✓ Six Core Strengths Assessment/ curriculum ✓ Inclusion Framework assessment tool ✓ ELSA – pre/post measures 	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ EF transition support individual and strategic level ✓ SEND Ops share SSW 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

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This evening....

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

Page 22

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

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

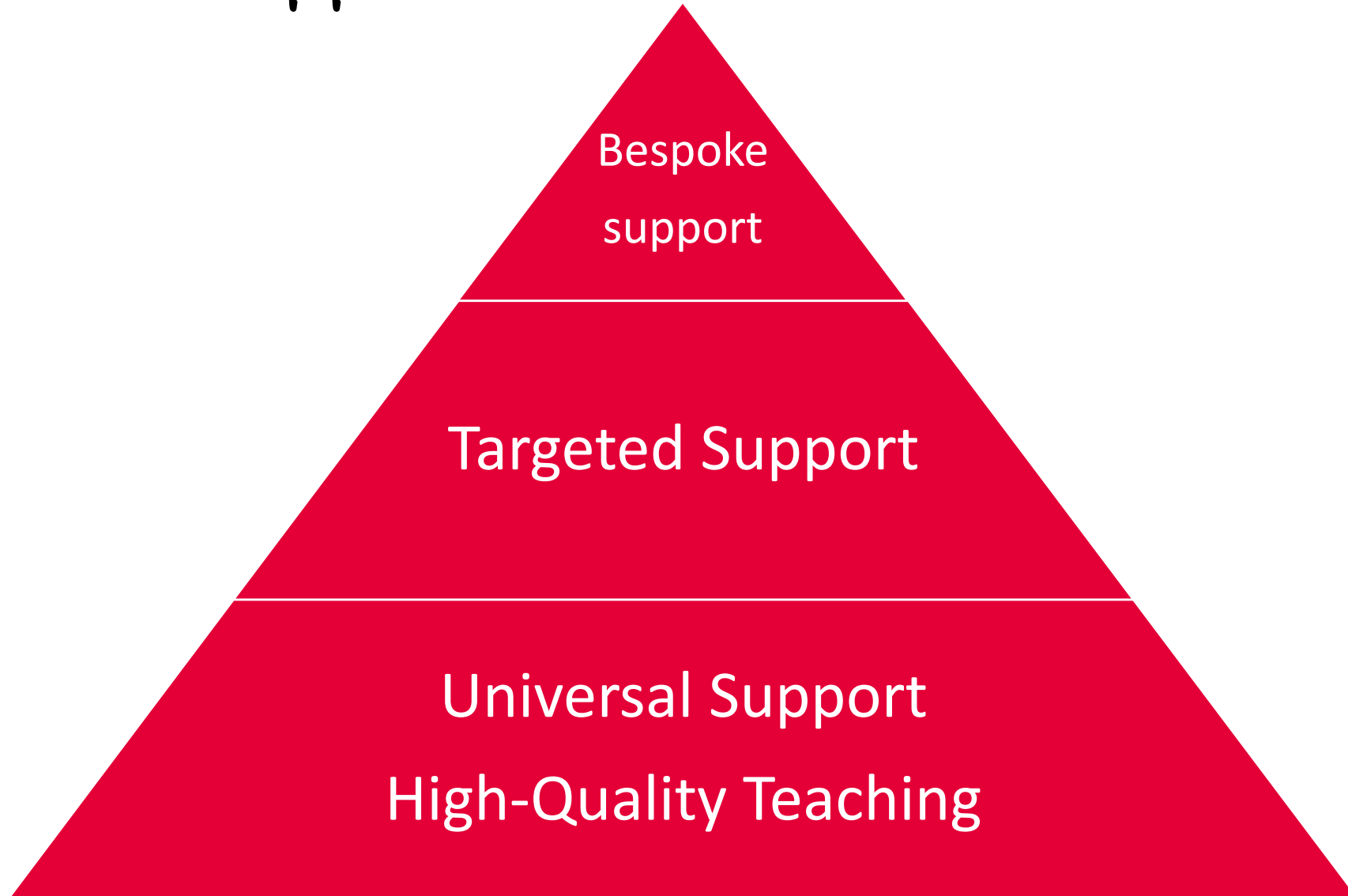
Through the Inclusion vision and strategy, Essex is committed to **building a fully inclusive education system** that promotes **ambition, equity and belonging**, values the **voices of children and families**, supports **early intervention** and ensures that all pupils can **participate fully** in school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

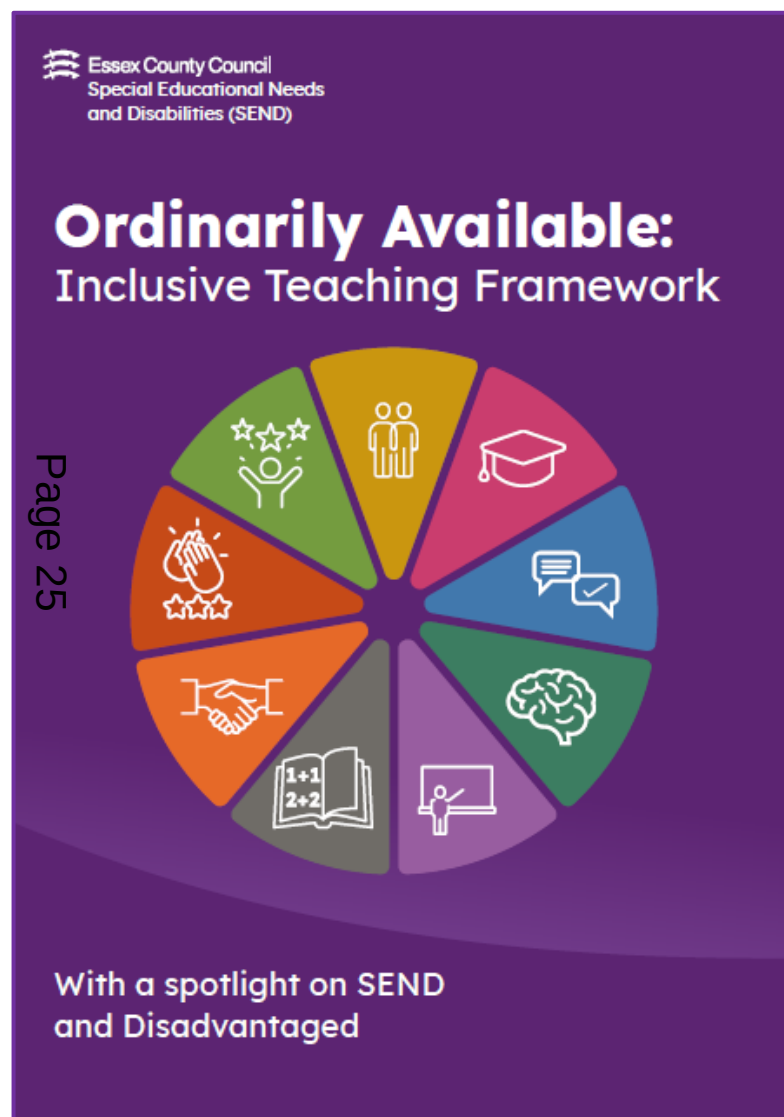
The screenshot shows the NHS England website page for 'The Oliver McGowan Mandatory Training on Learning Disability and Autism'. The page header includes the NHS England logo and a search bar. The main navigation bar lists 'Our work', 'Online learning', 'Health careers', 'Student Hub', 'NHS Volunteering', and 'Knowledge and library services'. The breadcrumb trail reads: 'Home > Our work > Learning disability > Current projects > The Oliver McGowan Mandatory Training on Learning Disability and Autism'. The page title is 'The Oliver McGowan Mandatory Training on Learning Disability and Autism'. Below the title is a button 'Visit the Oliver McGowan Training FAQ webpage'. The page is dated 'Updated: June 2025'. The main content area includes a paragraph about the training's purpose, a link to the 'CQC guide to mandatory training requirements', and a 'Find out more' section. The 'Find out more' section contains two cards: 'FAQs' and 'About Oliver's Training video'.

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

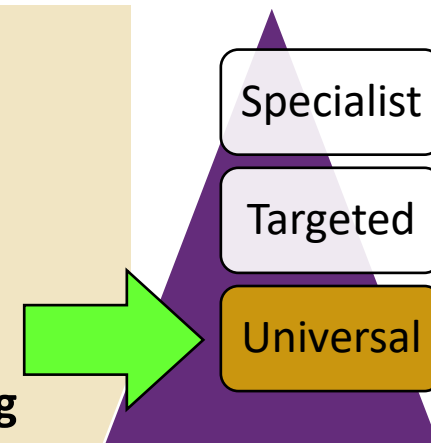


The Ordinarily Available



Ordinarily Available: Inclusive Teaching Framework

- for all pupils
- “whole class provision”
- 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



Essex County Council
Special Educational Needs
and Disabilities (SEND)

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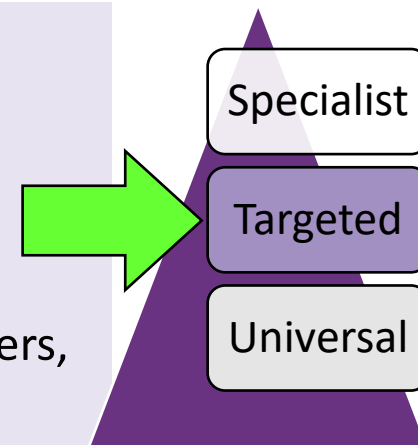
Ordinarily Available: Targeted Support

The expected additional provision which is ordinarily available in mainstream schools for some children and young people who have been identified as having special educational needs.

Revised version September 2023

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 have continued their CPD with complimentary Essex training modules

ECC Autism Training Offer

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

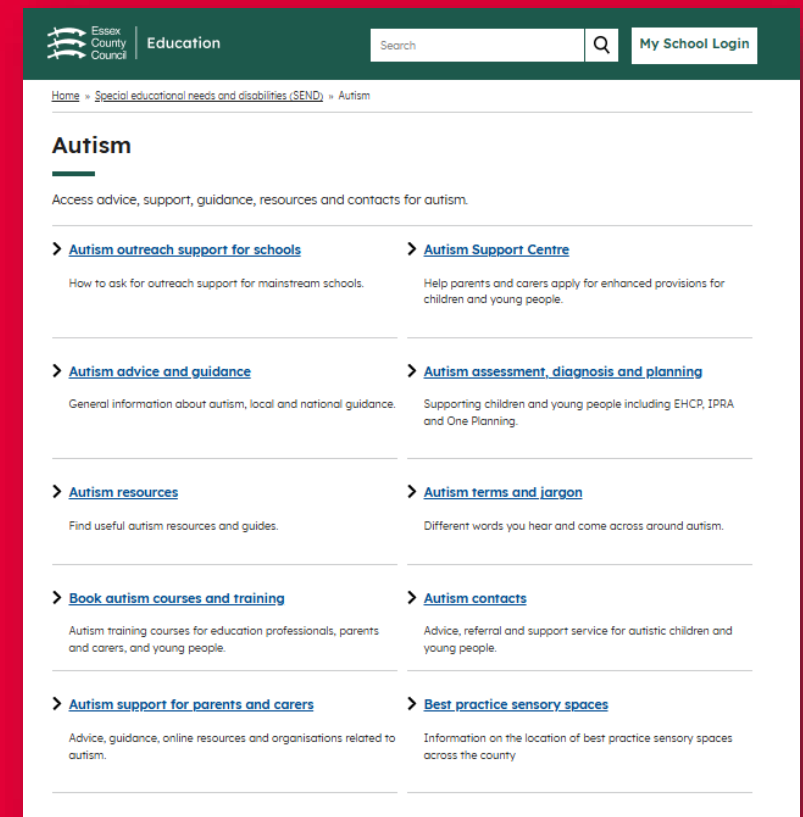
Specific training - Autism

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, IPRA 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 Tending 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 different 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

Inclusive leadership,
environmental audits,
policy and practice
review

Workforce

Good autism practice,
sensory support,
anxiety, reasonable
adjustments and co-
regulation

Families

Parent/carer learning,
peer support and
stronger school-based
networks

Pupils

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 Tending schools participated across Essex over the first 2 years



Essex County Council
Special Educational Needs
and Disabilities

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What is Autism Outreach?

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.



What is Autism Outreach?

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.

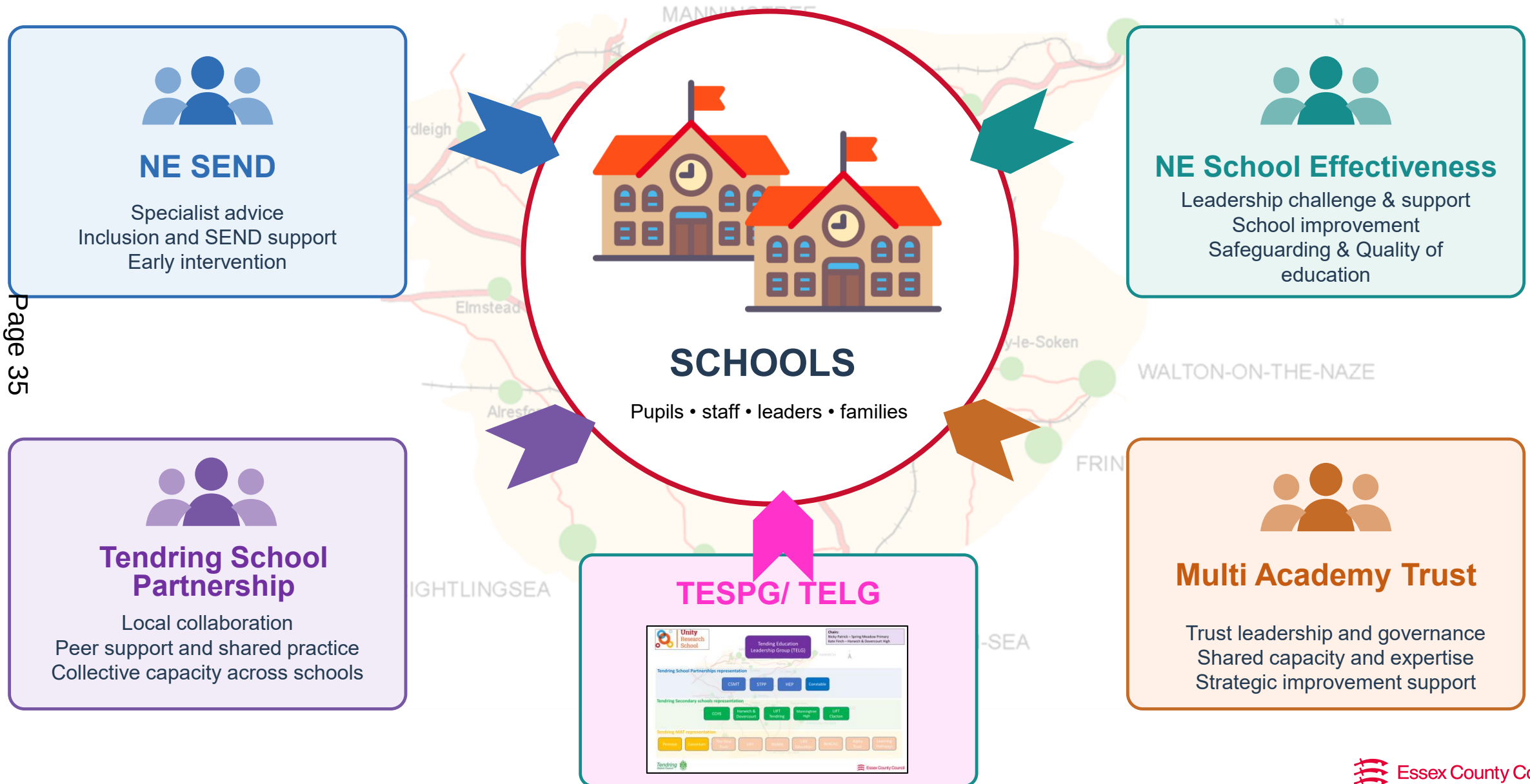
What will the Outreach Provider do?

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



This evening....

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

Page 36

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

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 their 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!

