

Cabinet

Supplementary Information



Date: Tuesday, 3 March 2020

Time: 4.00 pm

Venue: City Hall, College Green, Bristol, BS1 5TR

6. Reports from Scrutiny Commission

People Scrutiny Commission: Report back from Special Educational Needs and Disabilities (SEND) Evidence Day

(Pages 2 - 21)

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Date: Monday, 02 March 2020



Special Educational Needs and Disability Evidence Day: Report of the People Scrutiny Commission

1. Introduction

- 1.1. The work programme of the People Scrutiny Commission for 2019-20 included an Evidence Day to conduct in-depth scrutiny into the Local Authority's performance of the Education Health & Care Plans (EHCPs).
- 1.2. This session was planned to compliment the agreed focus on Special Educational Needs and Disability (SEND) in 2019-20, as a standing item on each People Scrutiny Commission meeting.

2. What is an Evidence Day?

- 2.1. An Evidence Day utilises the Council's Scrutiny function to critically examine policies, performance and how things are done within the Council and related partnerships.
- 2.2. Simply put it is a day where evidence is gathered by listening to a wide range of people's views, experiences and expertise. Elected Members look at the evidence, identifying key issues, so as to contribute ways to improve things, enabling better outcomes for Bristol.

3. Why was a SEND Evidence Day held?

- 3.1. The reason for the focus on SEND was the wide-ranging concern about performance of Bristol's SEND provision. The Evidence Day was planned to focus on the EHCP process which was not being applied to an acceptable standard for Bristol's young people and parents and carers.
- 3.2. A commitment was made to utilise the Scrutiny function to listen, learn and help enable an improved and effective statutory assessment process for an Education, Health and Care Plan, so as to improve outcomes for Bristol's children and their parents and carers.

4. Who took part in the Evidence Day?

- 4.1. The SEND Evidence Day was held at City Hall on the 3rd February 2020, led by a cross-party Panel, including Councillor Claire Hiscott, Chair of the People Scrutiny Commission, Councillor Celia Phipps, Vice-Chair of the People Scrutiny Commission, Councillor Eleanor Combley, Lead for the Green Group, and Councillor Tim Kent, Lead for the Liberal Democrat Group. Invited delegates who took part in the session included Bristol's elected Members, Council Officers, and representatives from the NHS, schools and parents groups.

- 4.2. The three evidence sessions, following the Extraordinary Meeting of the People Scrutiny Commission, provided good opportunities for constructive scrutiny.
- 4.3. The Chair felt it is important to try and articulate the heartfelt and profound contributions from parents and carers, especially in the public Extraordinary Scrutiny meeting, which strengthened resolve to contribute to improvements. As one parent commented, “apologies and words are not enough; it is deeds that count”. The People Scrutiny Commission intends that the Evidence Day and ongoing scrutiny contributes to positive actions rather than only words.
- 4.4. 10 expert witnesses, including parents and carers, national policy specialists, and education practitioners, took part in the event. A full list of the witnesses is at pages 12-13 of Appendix 1, Information Pack.

5. What was included in the Evidence Day?

- 5.1. The SEND Evidence Day centred around three evidence sessions:

- (i) Parents and young people;
- (ii) National policy and specialist; and
- (iii) Education practitioners.

Each session benefitted from a wealth of knowledge, experience and expertise from specialists in their areas, including from Parent Carers Forum; Bristol Independent SEND Community; Supportive Parents; Barnardo’s; Local Government Association; SOS!SEN; Bristol Dyslexia Centre; Bristol City Academy; KnowleDGE; and Bannerman Road Community Academy.

- 5.2. The Commission would have preferred a wider representation of expert witnesses and invited guests, but they were required to work within constraints including numbers that could be accommodated and the time available. This was a closed session, although a public meeting was held beforehand (which was live streamed on the internet) and all statements and questions about EHCPs submitted at that meeting have been taken into account for the Evidence Day findings. The webcast for the meeting can be [viewed here](#).
- 5.3. The focus at the Evidence Day was on local authority functions, and Members’ heard about partnerships, schools, and the national policy framework, and how children, parents and carers interact with the EHCP process. The Director of Education and Skills was present to give an account of the local context - refer to pages 10-11 of Appendix 2, Information Pack. It was acknowledged that Health colleagues were not represented, and so the findings could not fully influence the Health aspect of the EHCP process. Whilst it is not believed this has detracted from the scrutiny process Members will invite health colleagues to participate in future scrutiny sessions.
- 5.4. The Evidence Day was originally planned to be held on the 2nd December 2019; and due to the Ofsted/CQC local area inspection and the subsequent delayed report as a result

of the General Election, a decision was made to postpone the event to the 3rd February 2020.

6. Findings

6.1. A number of issues have been identified. This report focuses on what were considered as the key areas. This is not an exhaustive list; it represents as best as possible the views in the room during the three evidence sessions as well as submitted statements.

6.2. A number of recommendations have been identified. This report focuses on what Members consider are the most achievable.

6.3. Key issues

(i) Culture and trust

- There is a clear lack of trust which the Council and partners need to address.
- It is felt that communication between all stakeholders is poor, providing lack of clarity for parents and carers.
- Parents and carers feel the current LA culture is not child or family-focussed, leading to frustration and alienation of families from the process.
- There is a need for wider representation of communities across Bristol when co-producing the service; it is felt there are barriers for some people within Bristol to engage with and access SEND provision, which needs to be addressed.

(ii) Funding and capacity

- There is concern that demand is increased due to misunderstanding, mistrust or lack of transparency regarding how support can be provided without applying for an EHCP.
- Staff levels are not sufficient to keep up with demand, and there is a need for a local response to national policy and funding decisions.

(iii) Quality

- The assessment process is too slow, and complex, but also of poor quality; some reports are unclear and too long.
- There is no agreement or understanding of what 'good' looks like; and inconsistency of how things are done.

- Lack of ownership from teams and individuals are barriers to achieving quality plans and good outcomes.
- The expectation is for a higher bar than the minimum legal requirement, yet there are misunderstandings about what the statutory requirements are, creating further barriers to quality assurance.

(iv) Meaningful partnership working

- Too often parents and carers need to knock on doors and explain their situation to more than one person, creating frustration, mis-trust, and poor outcomes for the child. This may be due to a lack of constructive information sharing between schools, health services and the Council, and a lack of ownership of casework before, after and throughout an EHCP process.

6.4. Remedies

(i) Culture and trust

- Improved communication by the Council with children, parents, carers and partners: A communication and engagement framework that reflects on, and addresses attitudes, values, how we communicate, and how engagement and access is enabled (and implementing this in practice) will help achieve a cultural change and enable trust.
- Ensure next steps include and are driven by parents and carers; and that no one is left feeling they do not have the opportunity to access information and services.
- The Council needs to reach out to Black and Minority Ethnic families, those with English as a second language, and other 'hard to reach' vulnerable groups. The Council should be proactive in contacting those families who feel they cannot engage or access services, and should widen the representation of voices across diverse communities in Bristol in the co-production and co-reviewing of services.
- There should be as much clarity and transparency about the process and criteria for decision making as possible.
- Schools should be clear and transparent on how all SEN funding is spent.
- SEND training for all school governors (not only for the governor with responsibility for SEND), including how to monitor spend, would help to clarify responsibilities, provide consistency and enable transparency.
- The importance of SEND provision and its impact on Bristol's communities should be better communicated to the Council's, and its partners,' workforces.

- The Local Offer should be clearer and more accessible; ensuring it contains up-to-date helpful and relevant information, informed by what parents and carers say they need to know. Bristol's [Local Offer website](#) should be reviewed regularly; and it should have connectivity to related sites.

(ii) Funding and capacity

- Elected Members must commit to continue to lobby for adequate funding of services, both directly and by working with the Local Government Association.
- The local funding mechanisms should be reviewed and simplified to ensure provision on the EHCP can be met. This will require the Education and Finance departments working closely together, in collaboration with the Bristol Schools Forum.

(iii) Quality

- A review of standards, and roll out of agreed performance indicators with a clear performance management framework will help with consistency and quality assurance.
- There should be a review/gap analysis of training for staff involved in SEND provision, as well as directly involved in the EHCP related processes (including, for example, report writing) provided across the Council, schools and health. A reviewed learning and development plan and roll out will help improve quality, including consistency of approach, and improvement of communications.
- School Governor training would help clarify responsibilities and provide consistency and enable transparency.
- The EHCP process must be simplified, utilising standard templates where appropriate.
- There should be clear 'ownership' with families provided with a team or 'go to' person for information about the process. A clear point of contact should also be available before and after the 20 week process.
- Reports should be concise and written in plain-English, avoiding 'copy and pasting' of long technical reports with jargon; and should be clear regarding identified need, provision, and measurable outcomes.
- Practice should be 'child, parents, carer, and family-centred' – ensuring they are enabled to have control over the process, and objectives and outcomes align with their needs.

(iv) Meaningful partnership working

- A review of partnerships and a published map detailing the relationships between education, health and care partners will provide clarity for parents and carers and also practitioners.
- The Council can help enable stronger relationships with and between schools.
- Schools should be encouraged and enabled to share specialisms and resources with each other.
- Partnerships should ensure there is a clear understanding of accountability and ownership of tasks, communications methods, and information sharing protocol to ensure all guidance is up-to-date and parents and carers do not need to chase unresolved issues.

7. Recommendations and next steps

7.1. The People Scrutiny Commission recommend that;

- (i) This report should be considered by the Executive and senior officers, and all findings are taken into account when co-producing the Written Statement of Action and when developing the EHCP process with parents and carers.
- (ii) The development of the EHCP process and Written Statement of Action and next steps is to be considered by scrutiny as a standing item on the 2020-21 work programme.
- (iii) This report should be considered at the appropriate partnerships groups and boards (including but not restricted to those listed a – d below):
 - a. Health and Wellbeing Board
 - b. Keeping People Safe Partnership – keeping Children Safe Group
 - c. Children's and families Programme Board
 - d. Learning City Partnership Board

With reference to the key issues and remedies listed in paragraph 6, the People Scrutiny Commission recommends that;

- (iv) A clear communication and engagement plan is produced that looks to address the issues relating to culture and trust.
- (v) The EHCP process should be simplified and utilise templates based on co-design with parents and carers and identifying best practice.
- (vi) A reviewed training programme for all local authority staff involved in the EHCP process should include:

- Communications and partnership working
- The legal requirements around EHCPs
- Early identification of need and appropriate interventions

In addition the Commission suggests that similar training should be offered to SENCOs working in schools in Bristol.

- (vii) There should be close relationships and joint work with other local authorities, the independent sector, and universities so as to identify good practice to better inform co-production of the EHCP process and for early intervention work, before an application is required.
 - (viii) There should be regular reports to scrutiny of progress that has been made in this area from the Director of Education.
 - (ix) Regular internal reviews of progress and training should be carried out within the department and improvements to partnership working should be monitored.
- 7.2. The People Scrutiny Commission would like to thank all those who attended the Evidence Day, providing for dynamic and instructive scrutiny.
- 7.3. The Commission would especially like to thank the 10 expert witnesses who took part in the three evidence sessions, sharing their knowledge and experience, for which the Commission is extremely grateful.
- 7.4. It will be for the People Scrutiny Commission to regularly review progress made by the local authority so that Parents, Carers and families can be confident that their needs are being met and improvements are being made. The public-facing role of the scrutiny commission must ensure that Bristol citizens are kept up to date with progress and will endeavour to ensure the voices of SEND families are heard throughout the improvement roll out.

Councillor Claire Hiscott, Chair of the People Scrutiny Commission; Conservative Group

Councillor Celia Phipps, Vice Chair of the People Scrutiny Commission; Labour Group

Councillor Eleanor Combley, Lead for Green Group

Councillor Tim Kent, Lead for Liberal Democrat Group

Councillor Jude English, Green Group

Councillor Ruth Pickersgill, Labour Group

Councillor Carole Johnson, Labour Group

Councillor Tim Rippington, Labour Group

Councillor Gill Kirk, Labour Group

Councillor Steve Smith, Conservative Group

Councillor Brenda Massey, Labour Group

SEND Evidence Day

Information pack



Date: Monday, 3 February 2020

Time: 1.30 pm

Venue: The Writing Room - City Hall, College Green,
Bristol, BS1 5TR

Distribution:

All Members

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Information pack

1. Introduction

(Page 3)

2. Schedule

(Pages 4 - 5)

3. What Are EHCPs?

(Pages 6 - 9)

4. EHCPs - Local context

(Pages 10 - 11)

5. Witnesses

(Pages 12 - 13)



Special Educational Needs and Disabilities (SEND) Evidence Day

The Evidence Day is part of the Council's scrutiny programme which aims to analyse our performance and decision making, and influence policy development reflecting the views and priorities of local people.

The objective of the SEND Evidence Day is to help enable an improved and effective statutory assessment process for an Education, Health and Care Plan (EHCP).

The panel of Councillors leading the evidence sessions is comprised of the lead Members of the People Scrutiny Commission.



Councillor Claire Hiscott
Conservative Group

Chair of the People
Scrutiny Commission



Councillor Celia Phipps
Labour Group

Vice Chair of the People
Scrutiny Commission



Councillor Eleanor Combley
Green Group

Leader of the Green Group



Councillor Tim Kent
Liberal Democrat Group

Party Whip

The following Councillors are also members of the People Scrutiny Commission

- | | | | |
|-----------------------|--------------------|-------------------------|--------------|
| • Cllr Carole Johnson | Labour Group | • Cllr Brenda Massey | Labour Group |
| • Cllr Gill Kirk | Labour Group | • Cllr Ruth Pickersgill | Labour Group |
| • Cllr Jude English | Green Group | • Cllr Tim Rippington | Labour Group |
| • Cllr Steve Smith | Conservative Group | | |



Special Educational Needs and Disabilities (SEND) Evidence Day

Schedule

1:30pm	Introductions and opening comments from the Chair, Cllr Hiscott
1:40pm	EHCPs – local context. Alison Hurley, Director of Education & Skills
1:45 – 2:30pm	Evidence Session 1: Parents and young people. Led by Cllr Phipps

Witnesses

Davina Evans	Senior IAS Advisor, Bristol Special Educational Needs & Disabilities Information, Advice and Support Service (SENDIAS)
Nick Flaherty	Chair of Bristol Parent Carers
Anthony Hill	Service Manager, Barnardos
Alice Marshment	Founder Member, Bristol Independent SEND Community

2:35 – 3:20pm	Evidence Session 2: Specialists & national policy. Led by Cllr Kent
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Witnesses

Clive Harris	Senior Policy Advisor, Local Government Association
Pat Jones	Founder, Bristol Dyslexia Centre
Eleanor Wright	Chief Executive, SOS!SEN



Schedule

3:20 – 3:30pm	Refreshments
3:35 – 4:20pm	Evidence Session 3: Education practitioners. Led by Cllr Combley
	<u>Witnesses</u>
	Jon Angell Principal, City Academy; Chair of Bristol Association of Secondary Heads and Principals
	Darren Ewings Head Teacher, Knowle DGE
	Tracy Jones Vice Principal, Bannerman Road Community Academy
4:25pm	Summing up: Cllrs Phipps; Kent; and Combley
4:40pm	Summing up & next steps: Cllr Hiscott
4:45pm	End

Each Evidence session will comprise of questions from the Lead Members of the People Scrutiny Commission to the witnesses, followed by questions from the floor.

What are EHCPs?

Special Educational Needs and Disabilities (SEND) Evidence Day

What Are Education Health and Care Plans?

An Education, Health and Care plan (EHCP) describes the child or young person's special educational needs (SEN) and the help they will get to meet them. An EHCP also includes any health and care needs and the provision required.

It is a legal document written by the local authority and is intended to ensure that children and young people with an EHCP receive the support they need.

a) The Legislation

Part 3 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014 set out the statutory requirements for an Education, Health and Care (EHC) assessment and plan, including key content that local authorities must include in a plan. The *Special educational needs and disability code of practice: 0 to 25 years* provides statutory guidance which local authorities and other public authorities must have regard to when drawing up EHC plans. The 2014 regulations brought a greater focus on personal goals, increased family involvement and improved rights and protections for young people in further education and training. The intention was to create a better system that puts the family and child/young person first.

b) Who needs an EHCP?

The majority of children and young people with identified special educational needs do not require an EHCP to have their needs met. These children are assessed by the early years or education settings as requiring 'SEN Support', additional support to help children achieve the outcomes or learning objectives that have been set for them.

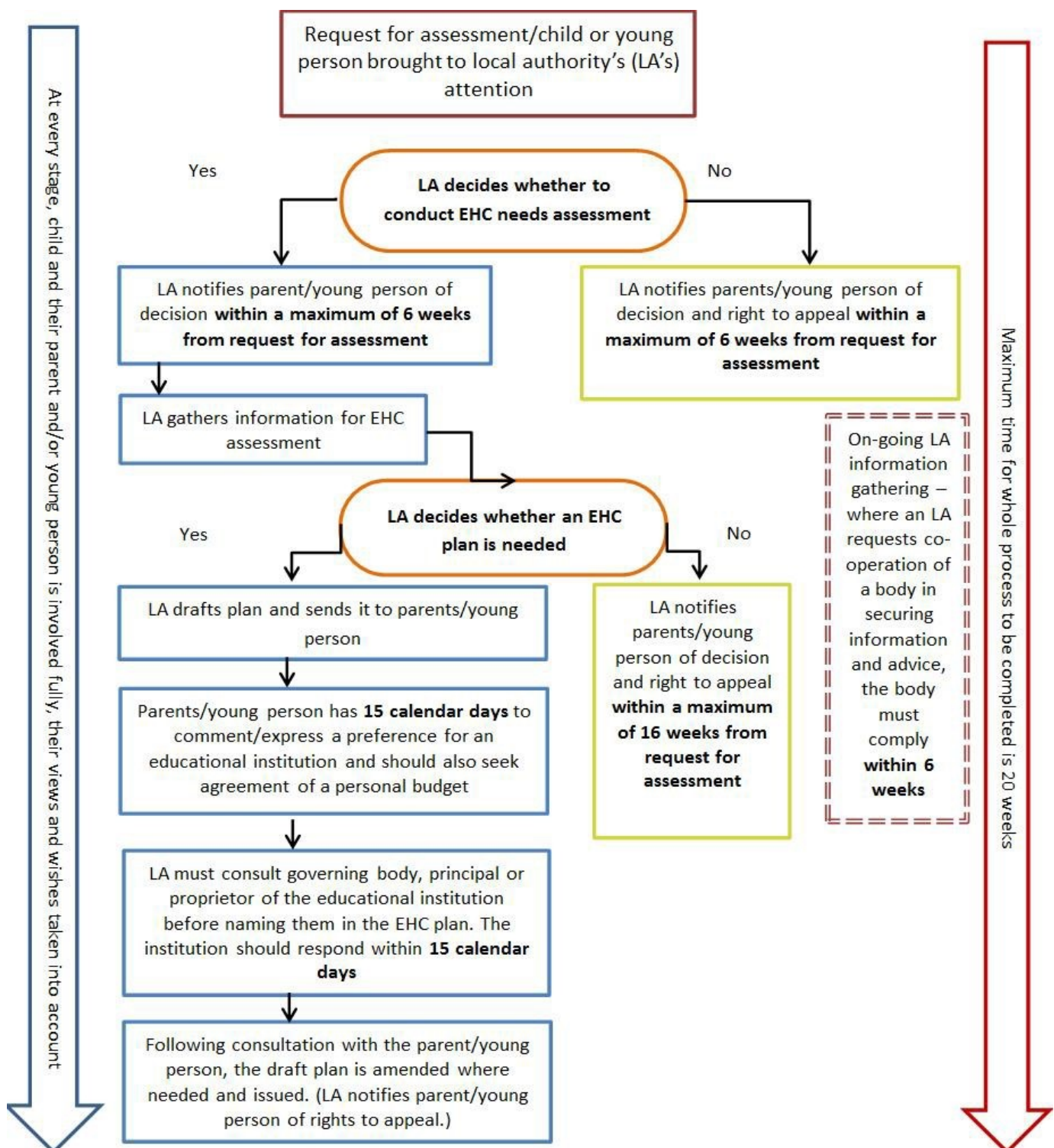
Some children and young people may not make the progress expected of them even with this help. In these instances the child's parent or education setting can ask the Local Authority to carry out an EHC needs assessment. When this assessment is finished the local authority must decide whether to issue an EHCP.

c) The statutory timescales for assessment and issuing an EHCP

The Local Authority must notify the parent carer of the decision whether to carry out an EHC needs assessment **within 6 weeks** of receiving the request for an assessment. If the decision is 'no', the Local Authority must notify the parent carer of their right to appeal.

After carrying out an EHC Needs Assessment, the Local Authority must notify the parent carer of the decision whether an EHC Plan is needed **within 16 weeks** of receiving the request for an assessment. If the decision is 'no', the Local Authority must notify the parent carer of their right to appeal. When carrying out an EHC needs assessment that will lead to an EHC plan the Local Authority **must issue the final plan within 20 weeks** of the initial request.

Statutory Timescales for EHC Needs Assessment and EHC Plan development





What are EHCPs?

d) Disagreeing with a decision

Parents and carers can challenge their local authority about:

- their decision to not carry out an assessment
- their decision to not create an EHC plan
- the special educational support in the EHC plan
- the school named in the EHC plan

e) What has to be included in an EHCP?

Every EHCP must include at least 12 sections, but each local authority can decide how to set these out. The sections are:

A: The views, interests and aspirations of the parent and the child or the young person.

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

C: Health needs related to their SEN or to a disability.

D: Social care needs related to their SEN or to a disability.

E: Planned outcomes for the child or the young person.

F: Special educational provision. Provision must be specified for each and every need shown in section B.

G: Any health provision required that is related to their SEN or to a disability.

H1: Any social care provision that must be made for the child or young person under 18.

H2: Any other social care provision required that is related to their SEN or to a disability.

I: The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended.

J: Details of how any personal budget will support particular outcomes and the provision it will be used for.

K: The advice and information gathered during the EHC needs assessment



What are EHCPs?

f) Can parents request a particular school?

The law says that parents or the young person have a right to request that a particular school, college or other institution is named in the EHCP.

The Local Authority must agree to this request unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

g) Reviewing an EHCP

There is a requirement for all EHC Plans to be reviewed by the LA at least annually. This is usually referred to as the Annual Review. The Annual Review is more than just a review meeting; the review must be done in partnership with the parent carer and their child or the young person, and must take account of their views, wishes and feelings.

The local authority must decide whether to keep the plan as it is, make changes, or cease to maintain it within four weeks of the review meeting. Parents have a right of appeal if the local authority proposes to cease the EHCP.

For some young people an EHCP will continue until they are 25. However the plan will stop if the young person:

- goes to university
- gets a job
- tells their local authority they no longer want their EHCP, or,
- no longer needs special help and the local authority decides that the EHCP should cease.

Special Educational Needs and Disabilities (SEND) Evidence Day

Education Health and Care Plans – the Local Context

1. Issues that had affected the timeliness of EHCPs

- Significant capacity issues in SEND teams and the Education Psychology Service, which directly resulted in poor customer service and our inability to complete EHCP within timescale
- SEN caseworkers were responsible for new assessments and ongoing casework making it difficult to prioritise
- Poor management information system

2. Action Taken – Where We Are Now

2.a Management Information System

Work has been taking place to improve data quality. There is now a SEND performance data project plan, including all key council stakeholders so we are able to identify quality issues, data gaps, and clarify roles and responsibilities. This will improve data confidence and support robust management information.

2.b Additional Funding to Increase Capacity

In June, Cabinet agreed £1.5m for 2019/2020 to accelerate capacity and improvement. Since then, a wider programme of transformation, across the education directorate, has been developed. The programme has secured further one-off funding of £1.3m from schools and further £0.5m for 3 years (total £1.5m) to deliver a robust response to the SEND inspection requirements and sustainable whole-system improvement.

A successful recruitment campaign at the end of last year has resulted in the appointment of twenty three additional SEN casework staff. Two of these started in December; eighteen started on the 13th January and two are due to start later in February).

A comprehensive training programme has been drawn up for the whole SEN team which includes legal training through IPSEA.

The funding has also enabled us to strengthen the Education Psychology (EP) service, including one additional EP who started in December and four assistant EPs. We also have six graduate EPs starting in September 2020

2.c Improved ways of working

The SEND Casework Team

The SEND Casework team has been restructured in a way that splits responsibility for new assessments and on-going maintenance of EHCPs, by creating a dedicated 'EHCP assessment team' and an 'inclusion team'. This will enable staff to focus on new assessments and parent



carers will have a named member of staff to guide and keep them informed through the process from start to end.

Working with and listening to parents and carers

The first SEND drop in session took place at the Park, Daventry Road on the 13th December. Nine parents attended and shared their views and concerns with regards to SEND in Bristol. SEND casework managers and managers from health services are attending further parent carer events throughout January and February across Bristol to help inform our post inspection action plan (the 'written statement of action'. Additionally we are planning an on-going programme of workshops with parents and carers to work with us on specific improvement areas, for instance, co-producing a leaflet for parents to guide them through the statutory assessment process.

The aim is to host or attend a different parent carer or young person event each month as well as holding working groups for specific agenda items. These will be publicised via the Local Offer website.

2.d Impact on timeliness of EHCPs

The capacity issues described at the beginning of this document resulted in the dire situation of no EHCPs being delivered within the 20 week statutory timeframe and a month on month increasing backlog of assessment requests and unfinished EHC Plans.

The table below shows that since the new SEN Service Manager took up post in July last year, concerted efforts to improve, have had an impact on the volume of EHC Plans being finalised and further work is underway to improve the quality – from January to June 2019 only 100 plans were completed, all outside the 20 week timeframe. From July to December 2019 a total of 307 were completed, of which 5 were within 20 weeks.

Bristol's finalised EHC Plans 2019 Calendar Year : (Jan to Dec 2019)					
Finalised EHCP	Qtr 4 Jan to Mar 19	Qtr 1 Apr to Jun 19	Qtr 2 Jul to Sep 19	Qtr 3 Oct to Dec 19	Total
Within 20 weeks	0	0	3	2	5
Beyond 20 weeks	51	49	137	165	402
Total	51	49	140	167	407
% in time	0.00%	0.00%	2.14%	1.20%	1.2%

We recognise that for the families waiting for an assessment or EHC Plan this improvement is of little comfort, but we are doing all we can to get up to date with all outstanding assessments and EHC Plans and ensure that new requests for assessment are dealt with in-line with the SEND Code of Practice.

The additional capacity will have a positive impact but it will take time to take full effect.

Special Educational Needs and Disabilities (SEND) Evidence Day

Davina Evans is a Senior Information Advice and Support Advisor. Davina has over 20 years of experience, including working as [SENDIASS](#) Bristol Local Coordinator, contributing to SEND Strategies in that time.

She currently spends her time supporting young people and their parents

Nick Flaherty was elected chair of [Bristol Parent Carers](#) in November 2017 and represents the Forum on a wide range of local authority and health groups.



He is dad to a young lady of 11 who has a rare life limiting metabolic condition with complex physical, sensory and developmental needs that require 24/7 care.

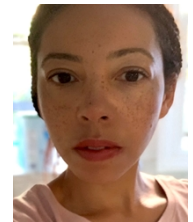
Anthony Hill has managed services for Barnardo's since 1999 and has been involved with participation and advocacy



Anthony currently manages the [Barnardo's HYPE Service](#) in Bristol and South Gloucestershire.

The HYPE Service aims to involve children and young people in community health services.

Alice Marshment is a founder member of [Bristol Independent SEND Community \(BISC\)](#). Formerly a civil barrister, she has 2 school-age children; the eldest is 8 and has diagnoses of ASD and ADHD, and has been out of school since May 2019 awaiting a specialist placement.



Alice is a supporter of and advocate for other SEND children and their families.

Clive Harris is a Senior Policy Adviser in the Children and Young People team at the [Local Government Association](#), working on SEND, Education and Children's Improvement.

Clive has previously worked across a number of other policy areas including community safety, finance and waste, as well local government emergency planning functions during the 2012 Olympic and Paralympic games.



Pat Jones set up the [Bristol Dyslexia](#)

[Centre](#) in 1988. Pat also started Belgrave School in 1993, which provides full time schooling for children aged 7-16 years with specific learning difficulties.



Pat has dedicated her life to helping children with dyslexia. Pat was awarded an OBE for her services to Education.

Eleanor Wright is Chief Executive of

[SOS!SEN](#), a charity which helps the families of children with SEN and disabilities. Eleanor is a solicitor specialising in education law, and worked in private practice until 2015.



Eleanor is a committee member for the Education Lawyers' Association and the Richmond Dyslexia Association, and a school governor. She writes Education Law updates for the Legal Action Group Magazine.

Jon Angell is the Principal of [City Academy](#)

and chair of the Bristol Association of Secondary Heads and Principals (BASHP). As chair he represents Secondary Head teachers and Principals on a number of boards across the City. Jon became the Interim Principal at City Academy in March 2015 whilst the Cabot Learning Federation supported the school, before becoming the permanent Principal of City Academy in June 2016.

Jon has led the school out of Special Measures, receiving a judgement of Good by Ofsted in April 2019.



Darren Ewings is Head Teacher of

[Knowle DGE](#). He has 25 years teaching experience. For the past 20 years he has been working in Special Education.



Over the last 6 years Darren has worked as a Head Teacher and as an Executive Principle for Speech Language & Communication Needs and Social Emotional, Mental Health provisions.

Tracy Jones is Vice Principal of [Bannerman Road Community Academy](#). She has 25 years of experience working successfully with a variety of young people and their families with SEND and additional needs within both special and mainstream schools across primary and secondary phases.

Tracy is passionate about Inclusion and providing the best opportunity for all. She believes in strong working partnerships between schools, parents/ carers, outside agencies and the local authority to ensure the best provision and outcomes for all, and has a deep understanding of what outstanding inclusive practice looks like alongside the requirements of the [SEND code of practice 2014](#).

