



### **Education and Children's Services Scrutiny Board (2)**

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**Time and Date**

10.00 am on Thursday, 26th February 2026

**Place**

Diamond Rooms 1 and 2 - Council House, Coventry

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**Public Business**

1. **Apologies**
2. **Declarations of Interests**
3. **Minutes** (Pages 3 - 8)
  - a) To agree the minutes of the meeting held on 22<sup>nd</sup> January 2026
  - b) Matters Arising
4. **Coventry Education Performance 2025** (Pages 9 - 32)

Briefing Note of the Director of Children and Education Services
5. **SEND Strategy Update** (Pages 33 - 60)

Briefing Note of the Director of Children and Education Services
6. **Work Programme 2025/26** (Pages 61 - 66)

Briefing Note of the Scrutiny Co-ordinator
7. **Any Other Business**

Any other items of business which the Chair decides to take as matters of urgency because of the special circumstances involved.

**Private Business**

Nil

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Julie Newman, Director of Law and Governance, Council House, Coventry

Wednesday, 18 February 2026

Note: The person to contact about the agenda and documents for this meeting is Michelle Salmon, Governance Services, Email: [michelle.salmon@coventry.gov.uk](mailto:michelle.salmon@coventry.gov.uk)

Membership of Board:

Councillors J Birdi, J Gardiner, S Jobbar, L Kelly (Chair), M Mutton, S Nazir, E M Reeves, R Thay and A Tucker

Co-opted Members:

Mrs S Hanson (Nominated by the Church of England)

Mr D Jackson

Mr G Vohra (Nominated from other faith groups in the city)

By invitation:

Councillor K Sandhu – Cabinet Member for Education and Skills

Councillor P Seaman – Cabinet Member for Children and Young People

Councillor B Christopher – Deputy Cabinet Member for Children and Young People

**Public Access**

Any member of the public who would like to attend the meeting in person is encouraged to contact the officer below in advance of the meeting regarding arrangements for public attendance. A guide to attending public meeting can be found here: <https://www.coventry.gov.uk/publicAttendanceMeetings>

**Michelle Salmon**

**Governance Services**

**Email: [michelle.salmon@coventry.gov.uk](mailto:michelle.salmon@coventry.gov.uk)**

**Coventry City Council**  
**Minutes of the Meeting of Education and Children's Services Scrutiny Board (2)**  
**held at 10.30 am on Thursday, 22 January 2026**

Present:

Members:

- Councillor L Kelly (Chair)
- Councillor J Birdi
- Councillor J Gardiner
- Councillor M Mutton
- Councillor E M Reeves
- Councillor K Sandhu (By invitation)
- Councillor P Seaman (By invitation)
- Councillor R Thay
- Councillor A Tucker
- Councillor B Christopher (By Invitation)

Co-Opted Members: David Jackson and Ghulam Vohra

Employees (by Service Area):

Education and Children A Coles, R Eaves, M Moore, S Sen, R Sugars

Law and Governance J Gill, G Holmes, A Veness

Apologies: Councillor S Jobbar, S Nazir and S Hanson

## **Public Business**

### **27. Declarations of Interests**

There were no disclosable pecuniary interests.

### **28. Minutes**

The Minutes of the meeting held on the 27th of November 2025 were agreed and signed as a true record.

The Board undertook a visit to Coventry Outdoor Education Service further to the previous item on Children Absent from Education. Following the trip officers recorded their thanks for those involved, expressed their positive views on the programme/team and asked for any further questions relating to the trip be sent to officers.

### **29. Safeguarding Children's Partnership Yearly Report**

The Board considered a briefing note and presentation of the Director of Children and Education which provided an update on the Coventry Safeguarding Children's Partnership (CSCP) yearly report in relation to activity of the CSCP April 2024-2025.

Officers explained how Working Together 2023 stated, 'Safeguarding Partners must jointly report on the activity they had undertaken in a 12-month period. That reporting should be transparent and easily accessible to the families and professionals. The focus of these reports should be on multi agency priorities, learning, impact, evidence and improvement.' The report was published and can be found attached at Appendix 1 of the document pack.

The CSCP had 3 priorities for 2024-25, which would be the same priorities for 2025-2026:

- Neglect
- Exploration
- Making the system work

Officers highlighted a series of key successes of the programme:

- Coventry Safeguarding Children's Partnership had a robust response to the (at the time) new requirements under Working Together 2023 including the Lead Safeguarding Partners, the Independent Scrutineer and the engagement of Education.
- Quality assurance activity showed improved recognition and response to neglect.
- The response to children affected by serious youth violence and exploitation identified as strong in the Joint Targeted Area inspection continued to improve.
- Early help in Coventry was strong, and this supported the identification of children requiring support at the earliest opportunity.
- Over 2500 practitioners had attended Coventry Safeguarding Children's Partnership training, webinars and learning events at time of publishing
- The Safeguarding Together Action Group (STAG) was then made up of 210 frontline practitioners across 100 agencies and continued to grow, ensuring that key messages got to the frontline.
- The partnership was committed to making Coventry a place where children and young people felt valued, supported and able to enjoy themselves and this was delivered through the Child Friendly Cov initiative.
- 'Your Voice Matters' the young people's group supported children and young people to have a voice. Work had been undertaken to ensure that their views were acted upon.
- Coventry Safeguarding Children's Partnership continued to be much more responsive to emerging issues rather than sticking to a planned programme of work. An example of this was the audit in relation to the Working Together 2023 health check.

In considering the briefing note and presentation, the Board questioned officers, received responses, and discussed matters as summarised below:

- Concerns that Electronic Patient Record issues were being used as a reason for health partners not, as the initial rollout was two years ago which gave ample time to learn, were likely not the case, as there seemed to be genuine technical issues that were being worked on with this year's new rollout.

- There was varied practice from frontline police officers, but this was being addressed by the use of the Aware app and in most cases police actions were appropriate.
- Efforts were made to avoid children being sent into the criminal justice system over minor infractions and that although a response was in progress, this was impacted by changes of senior management in the West Midlands Police.
- A consistent key concern has been a lack of professional curiosity but was now being specifically targeted in training by senior officers which had seen good attendance.
- That although there were often persistent and ongoing difficulties finding enough midwives on the national level, Coventry currently had sufficient midwives and did not expect to experience issues with recruitment.
- That a representative from the police is required to attend the joint safeguarding meetings for them to be quorate.
- That school's use self-assessment to report on their safeguarding but can request support from Council officers and Safeguarding is part of the Ofsted framework.

Members requested that the following actions be taken and information be circulated to them:

- A date be scheduled for an item on Youth Justice at SCRUCO.
- Officers to liaise with co-opted member G Vohra to consider the reintroduction of Faith Forums.
- A presentation given at all members seminar concerning SEND be circulated to the Board.

**The Education and Children's Services Scrutiny Board (2) Resolved to note the contents of the briefing note and report and had no further recommendations for the Cabinet Member.**

### 30. **Holiday Activities and Food Programme**

The Board considered a briefing note of the Director of Children's and Education Services that provided an update on the Coventry Holiday Activities and Food (HAF).

Officers outlined how the HAF programme was a national initiative, aimed at addressing holiday inequalities through a blend of free positive activities and experiences coupled with healthy food and support to families.

Officers further listed the national aims of the programme which were to ensure a high-quality experience that would result in children:

- Receiving healthy and nutritious meals
- Maintaining a healthy level of physical activity
- Being happy, having fun and meeting new friends
- Developing a greater understanding of food, nutrition and other health related issues
- Taking part in fun and engaging activities that support their development and well-being
- Feeling safe and secure

- Getting access to the right support services
- Returning to school feeling engaged and ready to learn

The national roll-out of HAF took place in 2021, with the first Coventry face-to-face delivery taking place in the 2021 summer holiday. In January 2025, the programme was extended for a further year for 2025. On 28 August 2025, the government announced a 3-year funding settlement of over £200 million each year for the national HAF programme (i.e. through to March 2029). This funding forms part of the Children, Youth and Families Grant within the local government finance settlement.

It was outlined how the 2025 school summer holiday programme was the most successful HAF holiday programme that Coventry had of yet delivered. Highlights included:

- 4,491 eligible children and young people benefitted (up from 4,141 for summer 2024);
- This included 1,637 eligible children with SEND plus other family members;
- Over 22,000 sessions were delivered and meals provided;
- Over 100 different activities/clubs were delivered; 43 providers were directly funded (see Appendix 1) with several other providers/partner organisations being sub-funded by these providers; and
- Families gave a 4.4/5-star feedback rating on the activities.

In considering the report, the Board questioned officers, received responses, and discussed matters as summarised below:

- That 36% of children accessing the programme had additional needs.
- Efforts were being made to extend the appeal to older children who considered the programme too juvenile for them, and this included inviting former HAF children for their input.
- There were existing efforts to expand the programme, but this needed to be costed and within budget.
- The programme was being targeted at deprived areas with higher crime and sometimes working with partners not using the HAF branding to avoid stigma.
- Officers were broadly unable to accept donations from charities for this public programme, but efforts were being made to work with external partners to access additional funding and expansion opportunities

Members requested that the video shown in the meeting as part of officer's presentation be circulated to the board.

The Board made note of their appreciation for the scheme and its success, thanking the officers involved for their good work.

**RESOLVED that the Education and Children's Services Scrutiny Board (2):**

- 1) Considered and noted the information provided on the HAF programme.**
- 2) Recommend that the Cabinet Member for Children and Young People seek to expand the service where possible and seek further funding to enable this to happen.**

31. **Work Programme**

**RESOLVED** that the Scrutiny Board's Work Programme for 2025/26 be noted.

32. **Any Other Business**

There were no items of public business.

(Meeting closed at 11.57 am)

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Coventry City Council

## Briefing note

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**To:** Education and Children's Services Scrutiny Board (2)

**Date:** 26<sup>th</sup> February 2026

**Subject:** Coventry Education Performance 2025

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### 1 Purpose of the Note

1.1 To update members on Coventry's 2025 performance on the following:

- Trends in pupil numbers
- Early Years Foundation Stage (EYFS)
- Phonics
- Key Stage (KS) 2
- Key Stage (KS) 4 (provisional)
- 16-19 attainment (provisional)
- Post-16 participation in education, employment or training
- Attendance and exclusions
- Difference in performance between males and females
- Performance of vulnerable groups

1.2 Refer to Section 4 for the Executive Summary, and Appendix 1 for the data.

1.3 Please refer to the glossary at Appendix 4 for an explanation of key terminology.

1.4 This report includes published data available through government sources. The DfE releases updated performance tables data each year, which means there may be slight difference in previous year figures. For operational and planning purposes the Local Authority (LA) also use NCER Nexus and FFT Aspire, which are used as management information by most Local Authorities. This enables further in-depth analysis but is not quoted as not published and regional and national comparisons may not represent the total cohort.

### 2 Recommendations

2.1 The Education and Children's Services Scrutiny Board (2) are recommended to:

- 1) Consider the information provided to comment and/or raise questions
- 2) Identify any recommendations for the appropriate Cabinet Member
- 3) Identify any areas for further scrutiny to be added to the work programme

### 3 Background/context

- 3.1 National and statistical neighbour averages are included where available. Statistical neighbour comparator information includes local authority areas that are more like Coventry in terms of statistics such as levels of deprivation, ethnicity, size, etc. These are all factors that can have an impact on educational performance. A list of Coventry's statistical neighbours is included in Appendix 2. Coventry's statistical neighbours have been updated for 2025, therefore the statistical neighbour data in the appendix (including previous years) has been updated to reflect that.
- 3.2 The Department for Education (DfE) has been clear that all users of educational school performance data need to consider the data alongside a range of other information about the school and its individual circumstances, for example by speaking to the school directly, and that conclusions should not be drawn based on a single piece of data alone.
- 3.3 KS1 data has not been provided because this is no longer a statutory assessment point.

### 4 Executive summary

- 4.1 The vision of the Coventry Education Partnership encompasses high expectations for the achievement of children and young people to achieve their full potential whatever their culture or background. Statutorily it is the responsibility of school leaders to secure improvement in their school, but as part of our working partnership with all schools and settings, the LA acts as champions of educational excellence, forging strong professional relationships and networks.
- 4.2 The LA, in partnership with the primary school networks and secondary collaboratives (including special schools), facilitate and support schools in the city on their improvement journey. The Coventry Education Improvement priorities for the 2025/26 academic year are included at Appendix 3.
- 4.3 From September 2024, Ofsted removed single headline (overall effectiveness) judgements for state funded schools as part of national inspection reform. From November 2025 **School Report Cards** replaced the former single grade system to provide parents with a broader, more comprehensive picture of school performance across multiple measures. As a result of these changes, previous measures—such as reporting the number of children in Coventry attending schools judged 'good' or better—can no longer be included, as overall effectiveness judgements are no longer issued under the current inspection framework.
- 4.4 It's important to note the trends in pupil numbers and the increase in certain groups, which form part of the contextual information for Coventry.
  - There has been a steady increase in **pupil population** over the last 5 years from 57,739 in 2021 to 61,603 in 2025 – making the number on roll 6.7% higher than it was in 2021
  - The number of children eligible for **free school meals** has increased from 23.0% in 2021 to 28.0% in 2025 – an 5% increase over 5 years.
  - There has been an increase of 7.2% in **non-white British** children from 2021 to 2025.
  - The proportion of the pupil population receiving **SEN support** has also increased by 2,601 (3.3%) since 2021, and 926 (increase of 1.3%) more children on an EHCP.

- 4.5 Early years continues to be a citywide priority through the Early Years Strategy and the Best Start for Life programme. Notwithstanding significant work in this area Coventry's citywide good level of development (GLD) measure remains below national and just below statistical neighbour average in 2025. However, outcomes for 2025 **improved** from 2024 and at a **faster rate** than national.
- 4.6 There has been a **decrease** in performance in the Year 1 phonics screening check in Coventry in 2025. Outcomes remain below national and statistical neighbours.
- 4.7 In KS2 attainment for reading, writing and maths combined, there has been an **improvement** in performance in Coventry in 2025 and at a **faster rate** than national. Outcomes remain below national, but we have maintained performance when compared with statistical neighbours. The individual attainment for each of reading, writing and maths **improved**.
- 4.8 In KS4 the Attainment 8 measure for 2025 **decreased** whilst national slightly increased from the previous year. This was following a significant increase in 2024. There will be no Progress 8 measure for the next two years (2024-25 and 2025-26) due to the lack of KS2 national assessment data from the pandemic. In English and Maths combined, for both the standard pass (GCSE grade 4) and strong pass (GCSE grade 5), there has been a **decrease** in performance in Coventry in 2025. Coventry is below national but **above** statistical neighbours for most KS4 measures.
- 4.9 In KS5 attainment, the average A level grade has **improved** since 2024. Coventry is below national and just below statistical neighbours.
- 4.10 Coventry continues to demonstrate strong post 16 participation, with its September Guarantee performance remaining consistently above both national and regional for the third consecutive year and improving further in 2025. Despite a slight rise in the combined NEET and Not Known rate in 2025, Coventry still performs better than England and the West Midlands for the eighth year running, reflecting sustained success in supporting young people to remain in education, employment or training. Post-16 participation, with its September Guarantee performance, remains consistently above both national and regional for the third consecutive year.
- 4.11 The full year attendance data for the 2024/25 academic year is not yet published. Compared to the 2023/24 academic year there has been an **improvement** in attendance during the first two terms of the 2024/25 academic year in all phases.
- 4.12 The last published suspension data is for the 2023/24 academic year. Compared to the 2022/23 academic year the suspension rate in primary and secondary has **risen** whilst in special it has **decreased**. The rate for secondary is below national and statistical neighbour averages. The rate for primary and special is above national and statistical neighbour averages.
- 4.13 The last published exclusion data is for the 2023/24 academic year. Compared to the 2022/23 academic year the permanent exclusion rate in primary has **increased** and is above national and statistical neighbours. In secondary the permanent exclusion rate has **increased** and is above national but below statistical neighbours. In special the permanent exclusion rate has **decreased** and is now in line with national but above statistical neighbours. The local authority is continuing to work in partnership with schools to develop pathways that aim to reduce suspensions and permanent exclusions over time.
- 4.14 For further detail on attendance, suspensions and exclusions please refer to the **'Children Absent from Education'** Briefing presented at Scrutiny Board 2 on 27 November 2025.

- 4.15 In Coventry the 'gender' gap narrowed at both Key Stage 2 and Key Stage 4. At Key Stage 2 male attainment increased more than the increase in female attainment. At Key Stage 4 male attainment decreased but less than the decrease in female attainment.
- 4.16 The performance of vulnerable groups is summarised below across EYFS, KS2 and KS4. It is important to note that due to small cohort size this data can fluctuate significantly, and fluctuations should always be viewed in this context, with consideration given to longer term trends.
- Disadvantaged children** in Coventry saw the gap in attainment **widen** with national in most measures. However, Early Years and KS2 attainment **improved** from 2024 and the gap to national for Early Years **narrowed**.
- Children with an EHCP** in Coventry saw an **improvement** in attainment data in most measures. The cohort size is growing but remains small. Attainment remains below national averages but with the gap **narrowing** for most of the measures.
- SEND Support children** in Coventry saw an **improvement** in attainment for Early Years and the gap to national **narrowed**. Year 1 phonics attainment remained the same but the gap to national **widened**. KS2 attainment **increased** and the gap to national **narrowed**. KS4 attainment **decreased** and the gap to national **widened**.
- Children Looked After (CLA)** in Coventry saw an **increase** in attainment in most measures. It should be noted that the small cohort size is particularly relevant for this group.
- 4.17 Overall, Coventry's performance compares favourably with statistical neighbours for some measures – these statistical neighbours are directly comparable to Coventry because of similarities in size and other important characteristics. For many (but not all) of the key performance measures Coventry is below national average, and this reflects the characteristics of the city in comparison to all local authorities nationally. However, national averages remain the target, and all Coventry schools continue to strive to meet or exceed national benchmarks.

## **Appendices:**

### **Appendix 1 - Data**

1. Trends in Pupil Numbers
2. Early Years Foundation Stage Profile
3. Phonics (final)
4. Key Stage 2 (final)
5. Key Stage 4 (provisional)
6. 16-18 Attainment (provisional)
7. Post-16 participation in education, employment and training
8. Overall Attendance Rates by Phase 2023– 2025
9. Suspensions and Permanent Exclusions by phase 2022 – 2024
10. Performance KS2 and KS4: difference between males and females in 2024 and 2025
11. Performance of vulnerable groups
12. References and sources

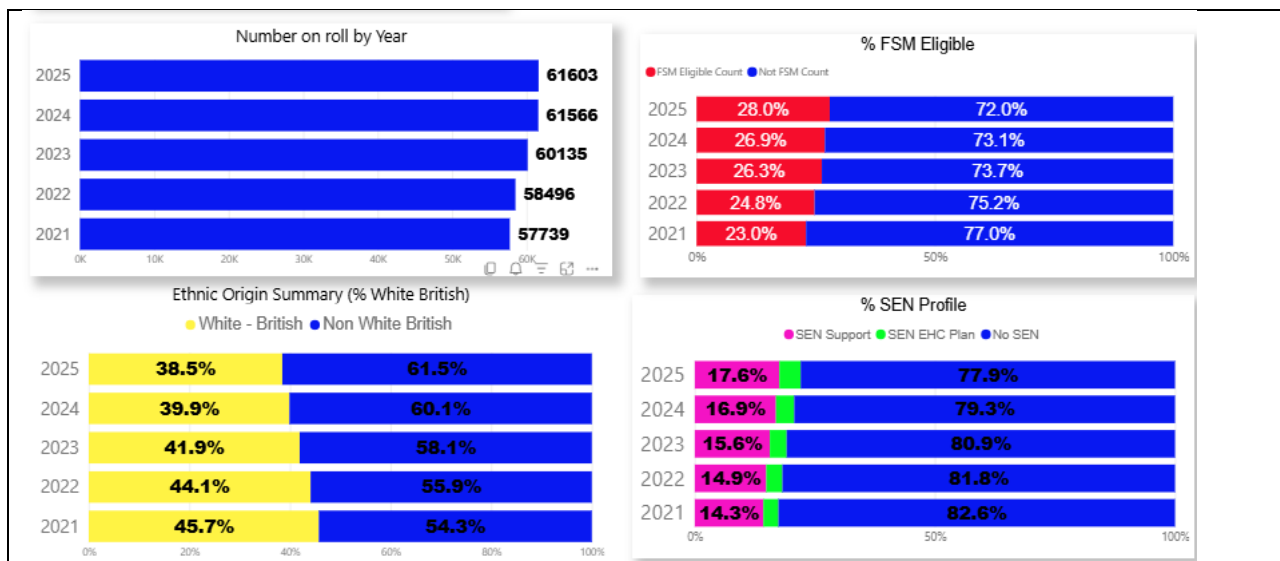
**Appendix 2** - Information regarding comparative groups and A Level performance points

**Appendix 3** - Coventry Education Partnership – Priorities 2024/25

**Appendix 4** - Glossary of key terminology

## Appendix 1

### 1. Trends in Pupil Numbers 2020-2025



### 2. Early Years Foundation Stage Profile (final)

EARLY YEARS FOUNDATION STAGE PROFILE				
Good Level of Development	2023	2024	2025	Trend since 2024
Coventry	63.9%	63.3%	65.3%	upward
National	67.2%	67.7%	68.3%	upward
LA ranking	124	136	120	upward by 16 places
Stat neighbour (SN) average and ranking	63.9% Joint 5th	64.1% 7th	65.4% 5th	just below SN average and up 29 places
<b>Commentary</b> <ul style="list-style-type: none"> <li>Coventry has had a significant increase (2.0%) in 2025. Both national and statistical neighbours increased by less than 1%.</li> <li>After the dip in 2024 the city's is now at a four-year high from 2021-25.</li> <li>The statutory EYFS framework sets the standards and requirements that all early years providers must follow to ensure all children have the best start in life and are prepared for school. It requires that children be assessed against the EYFS profile in the summer term of the academic year in which they turn 5. Definition of a 'Good Level of Development' (GLD).</li> <li>The EYFS profile (the approach to assessing children for GLD) is intended to provide an accurate representation of each child's development at the end of the EYFS to support their transition into year 1. Children are defined as having a good level of development if they are at the expected level for the 12 early learning goals within the 5 areas of learning relating to: communication and language; personal, social and emotional development; physical development; literacy; and mathematics.</li> </ul>				

### 3. Phonics (final)

Year 1 Phonics	2023	2024	2025	Trend since 2024
Coventry	76.3%	78.3%	77.3%	downward
National	78.9%	80.2%	79.9%	downward
LA ranking	123	117	126	downward by 9 places
Stat neighbour (SN) average and ranking	76.9% 4th	78.5% Joint 4th	77.9% Joint 7th	below SN average, and moved down 3 places
<b>Commentary</b> <ul style="list-style-type: none"> <li>Coventry has decreased in 2025 and at a faster rate than national decrease (1.0% compared to 0.3%).</li> <li>The phonics screening check assesses children on how well they can decode certain words. Decoding means sounding out an unfamiliar written word. To do this, children will need to be able to recognise letters and the sounds that they represent. This is an important part of achieving reading fluency.</li> <li>The Year 1 phonics screening check is a statutory assessment for all children in Year 1 (typically aged 6). Pupils are judged to have met the expected phonics standard if they exceed the nationally published performance level.</li> </ul>				

### 4. Key Stage 2 (final)

Key Stage 2 ATTAINMENT Expected standard (subject level) R=Reading W=Writing M=Maths	2023			2024			2025			Trend since 2024
	R	W	M	R	W	M	R	W	M	
Coventry	68	69	71	70	69	71	73	70	72	upward all subjects with 3ppts in Reading
National	73	72	73	75	72	74	76	73	75	upward in all subjects
LA ranking	145	122	109	144	130	109	118	113	109	rankings have increased in line with city trends
Stat neighbour (SN) average and ranking	71 8th	71 Joint 8th	70 7th	72 Joint 8th	70 8th	71 Joint 6th	74 6th	71 Joint 7th	73 Joint 7th	rankings have increased for R, no change for W and decreased for M
<b>Commentary</b> <ul style="list-style-type: none"> <li>In Writing and Maths the city matched the 1% national rate of increase but a +3% increase in Reading in the City closed the gap to national (+1%)</li> <li>Pupils' achievements in Reading and Math at the end of KS2 are from statutory tests. KS2 Writing is based on teacher assessment.</li> </ul>										

<b>Key Stage 2 ATTAINMENT</b> Expected standard Reading, writing and mathematics (combined)	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>Trend since 2023</b>
Coventry	<b>56%</b>	<b>57%</b>	<b>60%</b>	upward
National	60%	61%	63%	upward
LA ranking	124	123	101	upward by 22 places
Stat neighbour (SN) average and ranking	58.6% Joint 7th	59.2% Joint 6th	61.2% 6th	below SN average and maintained position
<b>Commentary</b> <ul style="list-style-type: none"> <li>Coventry has improved at faster rate than comparators in 2025. This main primary KPI improved by 3% compared to a smaller 2% improvement in the national rate and a 2% improvement in the statistical neighbour average.</li> <li>Pupils' achievements in reading and math at the end of KS2 are from statutory tests. KS2 writing is based on teacher assessment.</li> </ul>				

## 5. Key Stage 4

<b>Key Stage 4 ATTAINMENT</b> Attainment 8 point score	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>Trend since 2024</b>
Coventry	<b>43.8</b>	<b>44.3</b>	<b>44.0</b>	downward
National	46.3	45.9	46.0	upward
LA ranking	120	97	107	downward
Stat neighbour (SN) average	43.9 6th	43.3 4th	43.3 5th	remain above SN average but moved down 1 place
<b>Commentary</b> <ul style="list-style-type: none"> <li>Coventry saw a 0.3 point decrease compared to 0.1 point increase nationally. It does however remain above statistical neighbour average by 0.7 points.</li> <li>Attainment 8 measures pupils' average attainment across 8 qualifications (including core subjects).</li> </ul>				

Key Stage 4 ATTAINMENT Grade 5 or above in English and maths ('strong' pass')	2023	2024	2025	Trend since 2024
Coventry	41.0	43.4	41.1	downward
National	45.3	45.9	45.4	downward
LA ranking	109	93	113	downward
Stat neighbour (SN) average	39.9 4th	40.6 4th	39.9 4th	remain above SN average and maintained position
<b>Commentary</b> <ul style="list-style-type: none"> <li>Coventry decreased in 2025 at a faster rate than national (2.3% compared to 0.5%) following seeing a significant improvement in 2024, However the city remains above statistical neighbour comparators and maintains rank 4 of the other 11 LAs.</li> <li>The way GCSEs are graded changed in 2017. They're graded using 9 to 1, rather than A* to G. Grade 9 is the highest grade. Grade 5 at GCSE is described as a 'Strong Pass' and is placed between a low B and a high C grade.</li> <li>This measure shows the proportion of pupils who achieved a Grade 5 or above in both GCSE English and maths.</li> </ul>				

Key Stage 4 ATTAINMENT Grade 4 or above in English and maths ('standard' pass)	2023	2024	2025	Trend since 2024
Coventry	61.0	64.0	61.1	downward
National	65.1	65.0	64.8	downward
LA ranking	118	86	119	downward
Stat neighbour (SN) average	60.0 4th	59.9 3rd	59.9 4th	remain above SN average but down 1 place
<b>Commentary</b> <ul style="list-style-type: none"> <li>Coventry has decreased in 2025 at a faster rate than national (2.9% compared to 0.2%). However, the city remains above statistical neighbour comparators and is ranked 4th.</li> <li>Grade 4 at GCSE is described as a 'Standard Pass' and is equivalent to a grade C.</li> <li>This measure shows the proportion of pupils who achieved a Grade 4 or above in both GCSE English and maths.</li> </ul>				



<b>Key Stage 4 PUPIL DESTINATIONS</b>	<b>2020/21 cohort in 2021/22</b>	<b>2021/22 cohort in 2022/23</b>	<b>2022/23 cohort in 2023/24 (provisional)</b>	<b>Trend since previous year</b>
Coventry	<b>91.2</b>	<b>90.4</b>	<b>89.3</b>	downward
National	92.9	92.1	91.3	downward
LA Ranking	119	114	121	downward
Stat neighbour (SN) average	91.1 7th	90.7 6th	89.7 Joint 8th	Slightly below SN average

#### **Commentary**

- The latest data covers pupils who left key stage 4 study in 2022/23 and follows their destinations in 2023/24. To be counted in a destination, young people have to have sustained participation for a 6-month period in the destination year.
- Coventry decreased by 1.1% compared with a national decrease of 0.8%.
- Previous figures used LA/DfE data to identify whether people were in work, but it often wasn't accurate. Now an updated dataset has been used, which uses HMRC and DWP data to show actual employment. This change applies to this year's data. All previous data has been updated so that all years are calculated in the same way and allows comparisons.

### **6. 16-18 (provisional)**

<b>16-18 ATTAINMENT Average A level result</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>Trend since 2024</b>
Coventry	<b>Grade C 31.1</b>	<b>Grade C+ 32.1</b>	<b>Grade C+ 32.4</b>	upward
National	Grade C+ 34.2	Grade C+ 34.4	Grade C+ 34.9	upward
LA Rank	129	113	118	downward
Stat neighbour (SN) average	Grade C 31.9 9th	Grade C+ 32.0 7th	Grade C+ 32.6 7th	upward and no change in position

#### **Commentary**

- Coventry has increased at a slightly lower rate than national (0.3 points compared to a 0.5 points).
- Coventry is below national and statistical neighbour average.
- The attainment measure shows the average point score per entry, expressed as a grade and average points.

## 7. Post-16 participation in education, employment and training

Post-16 PARTICIPATION September Guarantee	2023	2024	2025	Trend since 2024
Coventry	98.0%	98.0%	98.6%	upward
England	94.6%	94.6%	94.1%	downward
West Midlands	92.6%	96.0%	95.9%	upward
<b>Commentary</b> <ul style="list-style-type: none"> <li>The September Guarantee helps local authorities fulfil their duty to provide education and training to young people and find them a suitable place. The percentage of young people who received a suitable offer includes: education or training or continuing in education or training, continuing in employment with study (regulated qualification) and re-engagement activities.</li> <li>Coventry has performed <b>better than</b> West Midlands and national for the last 3 years.</li> </ul>				

Annual NEET and Not Known rates (3-month average – Dec, Jan & Feb)	2023 (16-17 year olds)			2024 (16-17 year olds)			2025 (16-17 year olds)		
	Com- bined figure	NEET	Not Known	Com- bined figure	NEET	Not Known	Com- bined figure	NEET	Not Known
Coventry	3.5	2.2	1.3	4.1	3	1.1	4.3	3.6	0.7
England	5.2	2.8	2.4	5.4	3.2	2.2	5.6	3.4	2.2
West Midlands	5.2	2.6	2.6	6.1	2.8	3.2	6.2	3.3	2.9
<b>Commentary</b> <ul style="list-style-type: none"> <li>Under Section 68 of the Education and Skills Act 2008 (ESA 2008) LAs have a duty to encourage, enable or assist young people's participation in education or training.</li> <li>Coventry's 2025 annual NEET figure remains <b>below (better than)</b> England and the West Midlands for the <b>eighth consecutive year</b> at <b>4.3%</b> (up from 4.1% in 2024).</li> </ul>									

## 8. Attendance 2023 – 2025 (part)

<b>Primary School Overall Attendance</b>	<b>2022/ 2023</b>	<b>2023/ 2024</b>	<b>2024/ 2025 Autumn and Spring terms</b>	<b>Trend since 2022/2023</b>
Coventry	<b>93.7%</b>	<b>94.1%</b>	<b>94.5%</b>	upward
National	94.1%	94.5%	94.9%	upward
LA ranking	120	129	Not available	awaiting update
Stat neighbour (SN) average	93.7% Joint 7th	94.3% Joint 8th	94.6%	upward await rank update
<ul style="list-style-type: none"> <li>The Summer term data for 2024/2025 academic year is not yet published</li> <li>First 2 terms of 2024/2025 show an improving position.</li> </ul>				

<b>Secondary School Overall Attendance</b>	<b>2022/ 2023</b>	<b>2023/ 2024</b>	<b>2024/ 2025 Autumn and Spring terms</b>	<b>Trend since 2022/23</b>
Coventry	<b>90.6%</b>	<b>91.0%</b>	<b>91.4%</b>	upward
National	91.0%	91.1%	91.9%	upward
LA ranking	105	88	Not available	awaiting update
Stat neighbour (SN) average	90.6% 7th	91.1% 7th	91.4%	upward await rank update
<ul style="list-style-type: none"> <li>The Summer term data for 2024/2025 academic year is not yet published.</li> <li>First 2 terms of 2024/2025 show an improving position.</li> </ul>				

<b>Special School Overall Attendance</b>	<b>2022/ 2023</b>	<b>2023/ 2024</b>	<b>2024/ 2025 Autumn and Spring terms</b>	<b>Trend since 2022/23</b>
Coventry	<b>86.3%</b>	<b>87.6%</b>	<b>88.6%</b>	upward
National	87.0%	87.0%	87.3%	upward
LA ranking	98	68	Not available	awaiting update
Stat neighbour (SN) average	86.9% 9th	87.0% 4th	87.5%	Upward await rank update
<ul style="list-style-type: none"> <li>The Summer term data for 2023/24 academic year is not yet published.</li> <li>First 2 terms of 2023/2024 show an improving position.</li> </ul>				

## 9. Suspensions and Permanent Exclusions 2021 – 2023

Primary School Suspension Rate	2021/2022	2022/2023	2023/2024	Trend since 2022/2023
Coventry	1.8%	2.2%	2.8%	upward
National	1.4%	1.8%	2.3%	upward
LA ranking	120	114	112	position change 2 places
Stat neighbour (SN) average	1.5% 9 <sup>th</sup>	1.8% 9 <sup>th</sup>	2.2% 9 <sup>th</sup>	higher than SN average, no change in rank
<b>Commentary</b> <ul style="list-style-type: none"> <li>Coventry's primary suspension rate increased by 0.6% in line with the national rate increase. Coventry's rate is higher than national and the SN average.</li> <li>Suspension rate: (Number of suspensions recorded across the whole academic year / Number of sole and dual main registered pupils on roll as at January census data) X 100</li> </ul>				

Secondary School Suspension Rate	2021/2022	2022/2023	2023/24	Trend since 2022/2023
Coventry	14.7%	17.5%	19.1%	upward
National	14.0%	18.9%	22.6%	upward
LA ranking	98	78	65	position change 13 places
Stat neighbour (SN) average	17.2% 6 <sup>h</sup>	22.1% 5 <sup>th</sup>	27.2% 4 <sup>th</sup>	below SN average, moved up 1 place
<b>Commentary</b> <ul style="list-style-type: none"> <li>Coventry secondary school suspension rate increased by 1.6% and at a slower rate than national. Coventry's rate is lower than national and the SN average.</li> <li>Suspension rate: (Number of suspensions recorded across the whole academic year / Number of sole and dual main registered pupils on roll as at January census data) X 100</li> </ul>				

Special School Suspension Rate	2021/ 2022	2022/ 2023	2023 2024	Trend since 2022/2023
Coventry	22.9%	33.2%	20.7%	downward
National	9.6%	11.0%	12.6%	upward
LA ranking	135	146	127	position change 19 places
Stat neighbour (SN) average	10.1% 9 <sup>th</sup>	13.8% 10 <sup>th</sup>	17.7% 8 <sup>th</sup>	above SN average, moved up by 2 places
<b>Commentary</b>				

- Coventry special school suspension rate decreased by 12.5% as national increased by 1.6%. Coventry's rate is higher than national and the SN average but is now more in line.
- Suspension rate: (Number of suspensions recorded across the whole academic year / Number of sole and dual main registered pupils on roll as at January census data) X 100
- When considering comparisons of Coventry data for specials schools it is important to be mindful of small cohort sizes and different types of provisions across LAs.

Primary School Permanent Exclusions Rate	2021/2022	2022/2023	2023/2024	Trend since 2022/2023
Coventry	0.05%	0.02%	0.06%	upward
National	0.02%	0.03%	0.03%	no change
LA ranking	141	85	137	position change 52 places
Stat neighbour (SN) average	0.03% 10th	0.03% 4th	0.04% 9th	above SN average and down 5 places
<b>Commentary</b> <ul style="list-style-type: none"> <li>• Coventry primary permanent exclusion rate increased by 0.04% and is now above national which stayed the same. The city is now also above the SN average.</li> <li>• Permanent exclusion rate: (Number of permanent exclusions recorded across the whole academic year / Number of sole and dual main registered pupils on roll as at January census data) X 100</li> </ul>				

Secondary School Permanent Exclusions Rate	2021/2022	2022/2023	2023/2024	Trend since 2022/2023
Coventry	0.14%	0.26%	0.27%	upward
National	0.16%	0.22%	0.25%	upward
LA ranking	69	94	82	position change 12 places
Stat neighbour (SN) average	0.22% 5th	0.28% 7th	0.29% 7th	below SN average and no change in place
<b>Commentary</b> <ul style="list-style-type: none"> <li>• Coventry secondary permanent exclusion rate has increased by 0.01% and at a slower rate than the national increase of 0.03%. The city is below the SN average.</li> <li>• Permanent exclusion rate: (Number of permanent exclusions recorded across the whole academic year / Number of sole and dual main registered pupils on roll as at January census data) X 100</li> </ul>				

Special School Permanent Exclusions Rate	2021/2022	2022/2023	2023/2024	Trend since 2022/2023
Coventry	0.09%	0.66%	0.08%	upward
National	0.05%	0.08%	0.08%	no change
LA ranking	na	148	99	position change 49 places
Stat neighbour (SN) average	0.06% 7th	0.13% 11th	0.05% 8th	above SN average, and up 3 places
<b>Commentary</b> <ul style="list-style-type: none"> <li>Coventry special school permanent exclusion rate has decreased by 0.58% and is now in line with an unchanged national after the anomaly year of 2023. The city is above the SN average.</li> <li>Permanent exclusion rate: (Number of permanent exclusions recorded across the whole academic year / Number of sole and dual main registered pupils on roll as at January census data) X 100</li> </ul>				

## 10. Performance KS2 and KS4: difference between males and females in 2025 and 2024

Key Stage and Performance Measure	Year	Males (national)	Female (national)	Difference (national)
Primary Key Stage 2  % Reading, Writing & Maths combined (RWM)	2024	53.3 (57.1)	60.2 (64.4)	-6.9 (-7.3)
	2025	56.5 (59.6)	62.7 (66.0)	-6.2 (-6.4)
	% pt change	+3.2 (+2.5)	+2.5 (+1.6)	+0.7 (+0.9)
Secondary Key Stage 4  Attainment 8	2024	41.3 (43.7)	47.4 (48.2)	-6.1 (-4.5)
	2025	41.1 (44.3)	46.8 (48.3)	-5.7 (-4.0)
	% pt change	-0.2 (+0.6)	-0.6 (+0.1)	+0.4 (+0.5)
<b>Commentary</b> <p>In Coventry the “gender” gap remained similar to national at KS2 but both the city and national narrowed as male attainment increased at faster rates. At KS4 there was a similar picture of narrowing the gap between males and females in both data sets.</p> <p>The net effect is the Coventry differences continue to be similar to the national pattern at KS2;  <b>KS2 (City -6.2 v Nat -6.4)</b>  but at KS4 as in recent years there were greater gender differences locally;  <b>KS4 (City -5.7 v Nat -4.0).</b></p>				

## 11. Performance of vulnerable groups 2022 – 2025

Phase	Vulnerable group [cohort size for each year]	2023 (national)	2024 (national)	2025 (national)	2024 to 2025	Gap with national
<b>Early Years Good Level of Development (GLD)</b>	Disadvantaged pupils [634;641;661]	<b>50.1%</b> (52.0%)	<b>49.6%</b> (51.7%)	<b>50.8%</b> (51.5%)	Improving	Narrowed by 1.4
	Education, Health and Care Plan [100;127;156]	<b>0%</b> (3.8%)	<b>0%</b> (3.9%)	<b>0.6%</b> (3.9%)	Improving	Narrowed by 0.6
	Special Educational Needs (SEN) Support [476;571;529]	<b>21.8%</b> (24.5%)	<b>21.5%</b> (25.0%)	<b>27.0%</b> (26.4%)	Improving	Narrowed by 4.1
	Children looked after (CLA) [14;22;11]	<b>42.9%</b> (40%)	<b>38.1%</b> (40.2%)	<b>45.5%</b> (44%)	Improving	Gap closed and above national
<b>Year 1 Phonics</b>	Disadvantaged pupils (967;938;1006)	<b>65.6%</b> (66.8%)	<b>68.2%</b> (68.3%)	<b>66.2%</b> (66.8%)	Declining	Widened by 0.6
	Education, Health and Care Plan (131;165;231)	<b>6.9%</b> (19.8%)	<b>9.1%</b> (20.3%)	<b>10.8%</b> (19.9%)	Improving	Narrowed by 2.1
	Special Educational Needs (SEN) Support (601;640;708)	<b>53.4%</b> (48.5%)	<b>54.7%</b> (51.6%)	<b>54.7%</b> (52.1%)	Remained the same	Widened by 0.5
	Children looked after (CLA) [23;13;27]	<b>73.9%</b> (61%)	<b>53.8%</b> (60%)	<b>55.6%</b> (na)	Improving	(national not available)



Phase	Vulnerable group [cohort size for each year]	2023 (national)	2024 (national)	2025 (national)	2024 to 2025	Gap with national
<b>Primary Key Stage 2</b> Reading, Writing & Maths combined (RWM)	Disadvantaged (1567;1560;1520)	42.2% (44.3%)	43.5% (45.5%)	44.6% (47.5%)	Improving	Widened by 0.9
	Education, Health and Care Plan [184; 216; 226]	1.6% (8.5%)	6.5% (8.8%)	2.2% (9.3%)	Declining	Widened by 4.8
	Special Educational Needs Support [910;920;987]	22.0% (23.6%)	23.0% (25.6%)	28.3% (28.7%)	Improving	Narrowed by 2.2
	Children looked after (CLA) [27;33;17]	22.2% (36%)	18.2% (34%)	11.8% (na)	Declining	(national not available)

Phase	Vulnerable group [cohort size for each year]	2023 (national)	2024 (national)	2025 (national)	2024 to 2024	Gap with national
<b>Secondary Key Stage 4</b> Attainment 8	Disadvantaged [1237;1319;1365]	34.8 (35.0)	36.0 (34.6)	34.5 (35.1)	Declining	Widened by 2.0
	Education, Health and Care Plan [158;163;196]	9.8 (14.0)	9.4 (14.2)	10.4 (14.9)	Improving	Narrowed by 0.3
	Special Educational Needs [436;562;730]	33.0 (33.3)	34.7 (33.1)	33.4 (33.8)	Declining	Widened by 2.0
	Children looked after [51;49;47]	15.9 (19.4)	15.4 (18.3)	17.4 (na)	Improving	(national not available)

Sources: NEXUS based on NPD and DfE LAIT as of January 2025

## 12. References and sources

Much of the data contained in the tables above is currently accessible to the public via the DfE's Government Data website:

[Statistics at DfE - Department for Education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/data-and-statistics)

Early Years Foundation Stage Profile

[Statistics: early years foundation stage profile - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/data-and-statistics)

**Published:** 27 November 2025

Phonics screening check and key stage 1 assessments

[Statistics: key stage 1 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/data-and-statistics)

**Published:** 9 October 2025

Key Stage 2 (National curriculum assessments)

[Statistics: key stage 2 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/data-and-statistics)

**Published:** 11 December 2025

Key Stage 4 (GCSEs and equivalent results)

[Statistics: GCSEs \(key stage 4\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/data-and-statistics)

**Published:** 16 October 2025

16-19 attainment (A levels and other 16-18 results)

[Statistics: 16 to 19 attainment - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/data-and-statistics)

**Published:** 13 November 2025

[Accountability Measures: Technical Guidance](https://www.gov.uk/government/data-and-statistics)

**Published:** 13 Feb 2025

Local authority interactive tool (LAIT)

[Local authority interactive tool \(LAIT\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/data-and-statistics)

A tool for comparing data about children and young people across all local authorities in England

**Absence 2019-2025**

<https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england>

## Appendix 2

### Number of Local Authorities = 153

#### Statistical Neighbours – Local Authority Interactive Tool (LAIT), May 2025

Statistical neighbour models provide one method for benchmarking progress. For each local authority (LA), these models designate several other LAs deemed to have similar characteristics. These designated LAs are known as statistical neighbours.

The National Foundation for Educational Research (NFER) was commissioned in 2007 by the Department to identify and group similar LAs in terms of the socio-economic characteristics, each LA was assigned 10 such neighbours. However, following the 2021 Census, the department undertook an extensive review of the policy indicators and background variables used within the model and revised neighbours from May 2025. Further details are available in the associated technical note on the [Local Authority Interactive Tool \(LAIT\) gov.uk landing page](#)

#### Coventry's statistical neighbours

Pre-2007-2024	From May 2025
Bolton	Bolton
Derby	Derby
Leeds	Hillingdon
Medway	Luton
Peterborough	Peterborough
Portsmouth	Rochdale
Sheffield	Southampton
Southampton	Stoke-on-Trent
Tameside	Walsall
Walsall	Wolverhampton

See in the [LAIT Tool guide](#) to see the socio-economic characteristics used.

#### Advanced Level Performance Points Tables

##### A Level

A\* 60

A 50

B 40

C 30

D 20

E 10

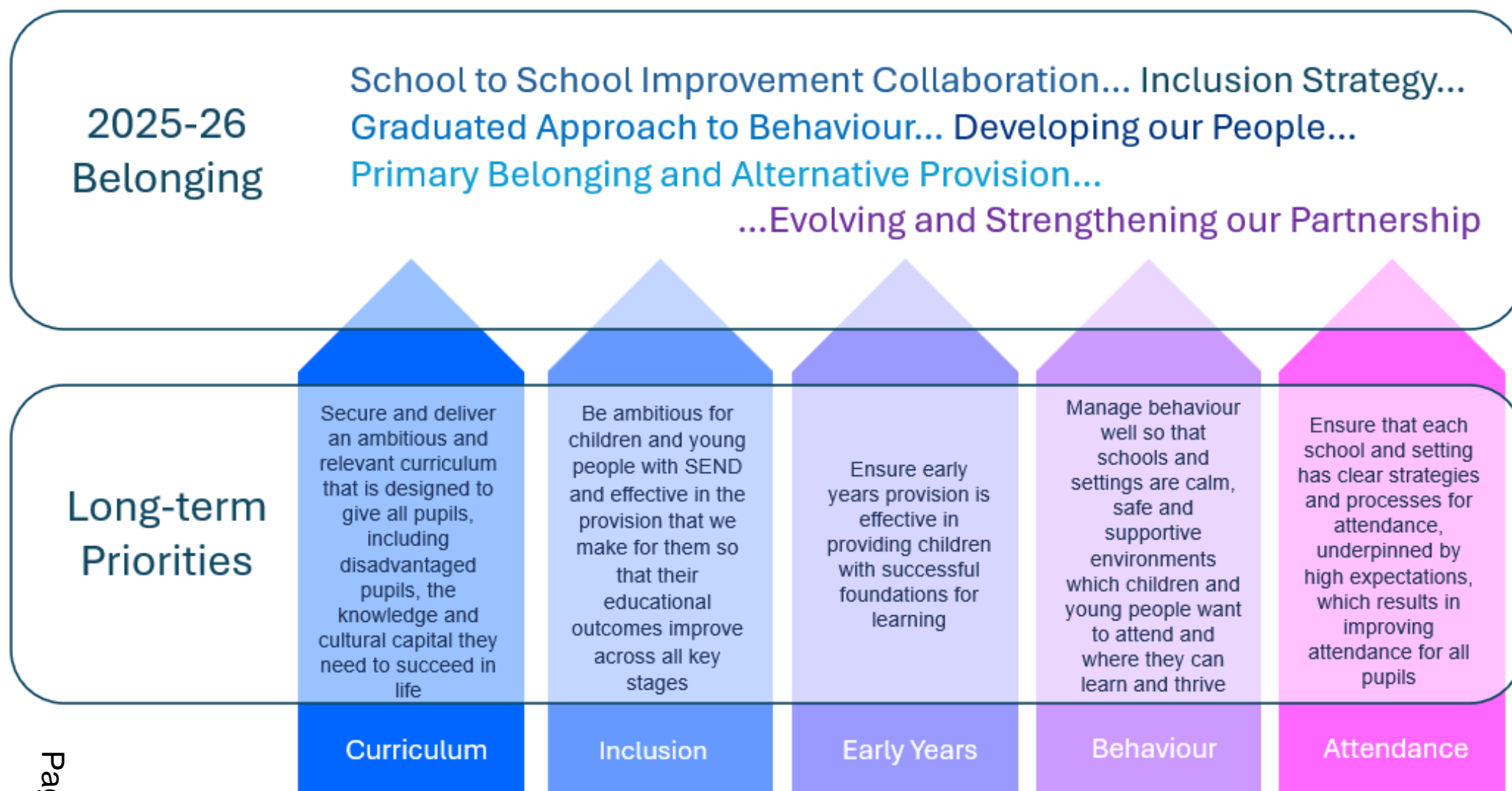
##### Tech Level

Distinction 50

Merit 35

Pass 15

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## Appendix 4 Glossary of key terminology

Attainment 8	Attainment 8 is a way of measuring how well pupils do in key stage 4, which they usually finish when they are 16 years old. Each grade from 8 subject areas (with English and Maths counted twice) a pupil gets is assigned a point score from 9 (the highest) to 1 (the lowest). Each pupil's Attainment 8 score is calculated by adding up the points for their 8 subjects.
Best Start for Life Programme	The Best Start for Life programme focusses on 1001 days of a child's life, from conception to their second birthday. In Coventry, this programme involves collaboration of a wide range of partners working together ( <a href="#">more information available here</a> ).
CLA (Children Looked After)	This refers to children who have been taken into the care of the Local Authority.
Coventry Education Partnership	All Coventry schools working in partnership with the Local Authority.
Disadvantaged	Students are classes a disadvantaged if either or both: <ul style="list-style-type: none"> <li>• they were eligible for free school meals at any time during the last six years (Ever 6 FSM or FSM eligible).</li> <li>• they are looked after (in the care of the local authority for a day or more or who have been adopted from care).</li> </ul>
EHCp (Education, Health and Care plans)	An Education, Health and Care plan is a legal personalised document. It sets out the education, health and social care needs of a child or young person: aged 0 to 25 years old with special educational needs or disabilities.
Exclusions and Suspensions	An exclusion is where a child is permanently taken off a school roll. A suspension is where a child is given a fixed period of time when they must not attend school.
EYFS	Early Years Foundation Stage – the framework which covers children's education from birth to 5 years of age. This includes children's reception year in school.
FSM	FSM stands for "Free School Meals" and denotes children who are eligible for Free School Meals (i.e. where parents/carers have made this application).
GLD (Good Level of Development)	The age-related expectation for the children by the end of their reception year (the end of the Early Years Foundation Stage). Attaining GLD means attaining the expected standard across a range of key areas.
Key Stages	Key Stage 1 (KS1) consists of Year 1 and Year 2 (5 to 7 year olds) Key Stage 2 (KS2) consists of Year 3 to Year 6 (7 to 11 year olds) Key Stage 3 (KS3) consists of Year 7 to Year 9 (11 to 14 year olds) Key Stage 4 (KS4) consists of Year 10 and Year 11 (14 to 16 year olds) Key Stage 5 (KS5) consists of Year 12 and Year 13 (16 to 18 year olds) – this is covered within 16-19 attainment within the report.

NEET	(Young people) “not in education, employment or training”.
Phonics	Synthetic phonics is the standard approach used nationally for teaching early reading. Children’s understanding of phonics is checked with a standard assessment at the end of Year 1.
Progress 8	Progress 8 aims to capture the progress that pupils in a school make from the end of primary school to the end of KS4. It is a type of value-added measure, which means that pupils’ results are compared to other pupils nationally with similar prior attainment. Every increase in grade a pupil achieves in their Attainment 8 subjects counts towards a school’s Progress 8 score.
SEN (Special Educational Needs) Support	SEN Support is a designation for children and young people who are on the Special Educational Needs and Disabilities Register at their school. This level of need is significant but typically lower than that for children and young people with Education, Health and Care plans.
STA (Standards and Testing Agency)	The STA are an executive agency, sponsored by the Department for Education, who develop and deliver assessment for children between reception and the end of Key Stage 2.
Statistical neighbours	Local Authorities with similar demographics who are directly comparable in terms of performance (see Appendix 2 for the list of our eleven statistical neighbours).



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**To: Education and Children's Services Scrutiny Board (2)**

**Date: 26 February 2026**

**Subject: Special Educational Needs and Disabilities (SEND) Update**

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### **1 Purpose of the Note**

- 1.1 To update the Education and Children's Services Scrutiny Board (2) on Special Educational Needs and Disabilities (SEND).

### **2 Recommendations**

- 2.1 The Education and Children's Services Scrutiny Board (2) is recommended to:
- 1) Consider the information in Appendix 1.
  - 2) Identify any further recommendations to the relevant Cabinet Member.

### **3 Information and Background**

- 3.1 The Board requested an update following their meeting on the 13 March 2025 on any reforms proposed at a national level and also preparation for an inspection.
- 3.2 An All-Members seminar was held in January, and this item enables Members of the Board to scrutinise and ask questions of officers and the Cabinet Member on the following:
- SEND local area inspection and evaluation
  - The outcomes and experiences of young people with send and their families
  - System leadership for send across the local partnership
  - Local priorities and processes for delivering transformation

Appendix 1: SEND Update slides

Rachael Sugars  
Strategic Lead Education and SEND  
[Rachael.sugars@coventry.gov.uk](mailto:Rachael.sugars@coventry.gov.uk)

James Gillum  
Head of SEND  
[james.gillum@coventry.gov.uk](mailto:james.gillum@coventry.gov.uk)

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# SEND Update

## February 2026



# Contents

This report complements the information shared at the recent SEND All-Member Seminar, with a focus on:

- SEND Local Area Inspection and Evaluation
- The Outcomes and Experiences of Young People with SEND and their Families
- System Leadership for SEND across the Local Partnership
- Local Priorities and Processes for Delivering Transformation

# Local Area Inspection

SEND is externally inspected by OFSTED and CQC using the Special Education Needs (SEND) & Alternative Provision (AP) National Framework.

# Local Area Inspection

- **Ofsted** and **Care Quality Commission (CQC)** jointly inspect how well local partners meet the needs of children and young people with Special Educational Needs & Disability (SEND).
- Inspections judge the **effectiveness**, **experience**, and **outcomes** of local SEND arrangements, identifying strengths and priorities for improvement.
- The national framework sets out the statutory basis, inspection model, and evidence required, including lived experience, leadership, identification, access to support, and inclusion.
- Inspectors review evidence, speak with leaders, families and young people, and examine how consistently support works in practice.
- Coventry is due its inspection having last been inspected in 2019

# SEND Self Evaluation

- The Local Area Partnership (LAP)'s evaluation enables us to evidence strengths in **identification, participation, access, transitions, inclusion, and system leadership.**
- Regular self-evaluation ensures we maintain an accurate, up-to-date picture of local need and service impact.
- Our quality assurance, audits, and data reviews provide clear evidence of what is working and where improvement is focused.
- This helps us articulate impact, demonstrate consistency across education-health-care partners, show how lived experience informs change, and identify priorities for improvement

# SEND Local Reform Plan (new requirement)

- The **Department for Education (DfE)** are asking every local area to produce a Local SEND Reform Plan, setting out how they will move to a new SEND system built on five principles, as set out by the Secretary of State:

Early

Local

Fair

Effective

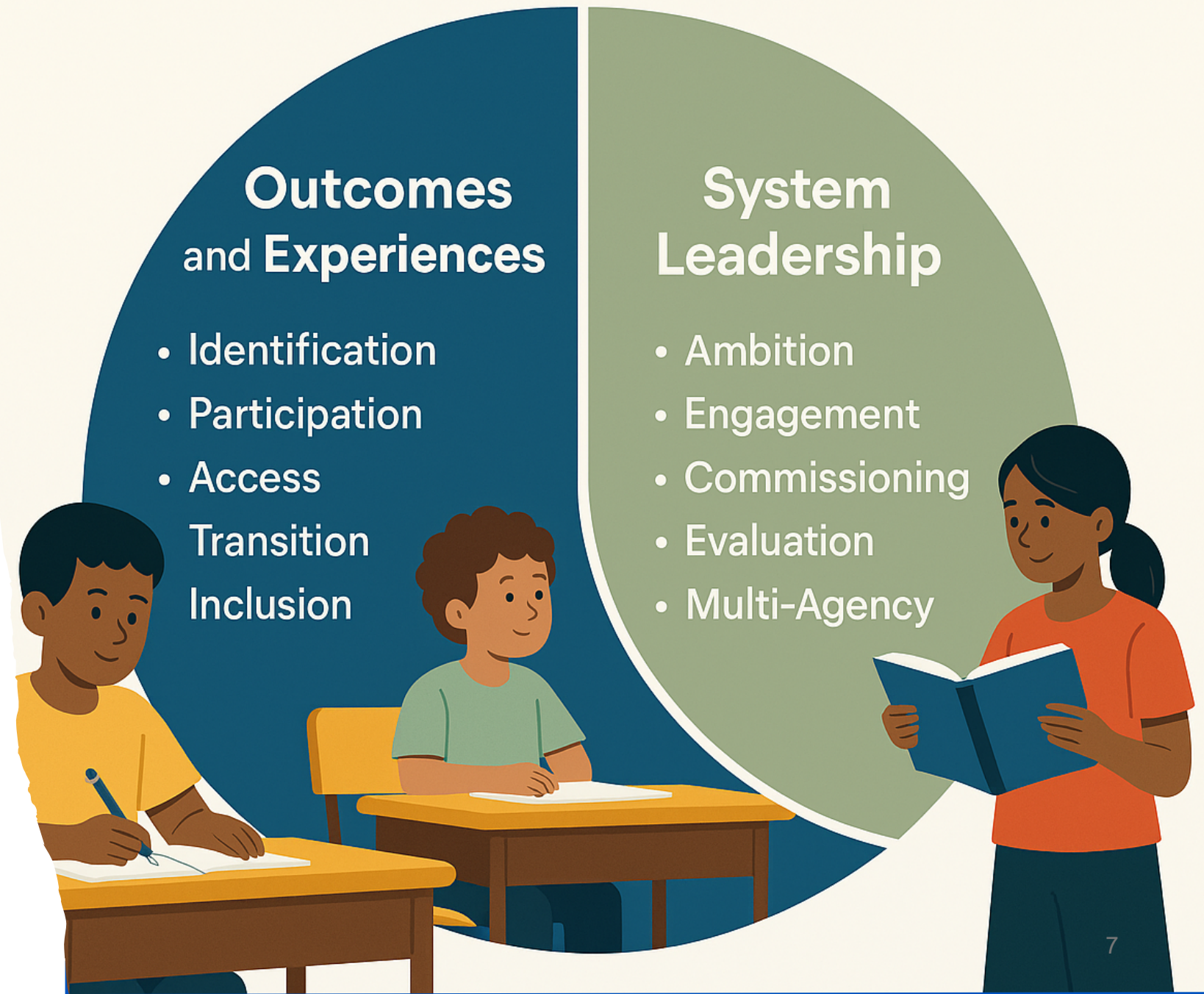
Shared

- Full details of expectations of these plans will be published alongside the schools' white paper (expected imminently).



# Focus Areas: SEND & Alternative Provision (AP) Self Evaluation

Page 41



Outcomes & Experiences		System Leadership	
<b>Identification</b>	Are children and young people's needs identified and assessed effectively?	<b>Ambition</b>	Are leaders ambitious for children and young people with SEND?
<b>Participation</b>	Do children, young people, and families have a real say in decisions about their support?	<b>Engagement</b>	Do leaders actively engage and work with children, young people and families?
<b>Access</b>	Is the right help provided at the right time?	<b>Understanding</b>	Do leaders have a clear, shared view of local needs?
<b>Transition</b>	Are children and young people well prepared for transitions and adulthood?	<b>Commissioning</b>	Are services and provision commissioned to meet needs and aspirations?
<b>Inclusion</b>	Are children and young people with SEND visible, valued, and included	<b>Evaluation</b>	Do leaders evaluate services and drive improvements?

# The Outcomes & Experiences of Young People with SEND and their Families

Key Strengths & Focus Areas

# Identification & Participation

## Strengths

- Coventry Children are more likely to have their needs met without an EHC Plan than in any other West Midlands LA.
- Autism Diagnostic capacity has increased, reducing wait times for assessment.
- Coventry has a strong SEND outreach; professionals and families work closely together to plan and deliver support.

## Focus Areas

- We need to help more families to take up funded nursery places.
- Increased demand for EHC assessments through 2024 into 2025 has impacted customer satisfaction and strained established practices.
- Further capacity is still needed to ensure diagnostic assessment for Autism and ADHD meets local demand.



# Access, Transition and Inclusion

## Strengths

- The SEND Inclusion Fund (SENIF) budget was increased by 64% in 2025/26 and capacity in the SEND Early Years Team was strengthened. This helps ensure children are supported at the start of their educational journey.
- The Local Area has a comprehensive and quality assured framework for commissioning Alternative Provision, with over seventy providers.
- Coventry has the highest proportion of young people with an EHC Plan in a supported internship in the West Midlands.
- Most children with SEND in Coventry attend their local mainstream school, supported through 'School Support', reflecting a strong culture of inclusion.
- Coventry provides a wide range of community-based support, coordinated through family hubs.

## Focus Areas

- There are gaps in attainment between children with EHC Plans and those on SEND Support.
- Families have reported a need for clearer information about how HAF activities are made accessible for children with SEND.
- Need to further integrate information from SEND and Early Help Services to strengthen timely support.

# System Leadership across the Local Area Partnership

Key Strengths & Focus Areas

# Ambition and Engagement

## Strengths

- Coventry has a mature SEND and AP Partnership Board with strong, long-standing relationships between the Local Authority, schools, and the NHS.
- Elected members are actively engaged in SEND, participating in working groups, scrutiny panels, and seminars.
- The 2024 restructure of Education Services into a fully integrated Children's and Education service has strengthened collaboration
- The city supports student-led action groups (e.g. Strong Voices, AmbasSENDors) and parent forums.

## Focus Areas

- The transition to a new Parent Carer Forum (PCF) has taken time with a need to further build capacity and integration with the wider SEND partnership.
- While engagement is strong at the service level, there is a recognized need to embed genuine co-production with all partners at a strategic level.

# Joint Information & Commissioning

## Strengths

- The Local Area Partnership (LAP) now has a comprehensive and current SEND Joint Strategic Needs Assessment (JSNA) and conducts annual demand forecasting, which informs strategic planning and commissioning.
- The LAP is co-producing a **single, interactive data set** with providers, which prioritizes data flow into the SEND and AP Partnership Board, supporting quality assurance and commissioning decisions.
- Commissioning Arrangements are well-established across the Local Authority (including Public Health, Social Care, and Education) and the Integrated Care Board (ICB), with joint posts and annual review of priorities.
- A Speech and Language JSNA has led to strengthened early intervention, prevention, and a universal offer, with increased training and partnership working across partners.

## Focus Areas

- Further extend and **refine data sharing practices** in 2025/26 to ensure all communities can access services and that data informs ongoing service improvement.
- Ensure services are accessible to all, particularly as community demographics evolve. This includes focused work to address potential inequalities related to gender, ethnicity, or disadvantage.
- Ensuring increased capacity for the provision of health advice and the delivery of therapies
- Timely access for children and young people, especially those with complex needs, to appropriate, equitable and accessible services (e.g., short breaks, speech and language therapy)



# Evaluation and Multi-Agency Working

## Strengths

- There is a scheduled program of **multi-agency SEND audits**, drawing on information from schools, the Local Authority, and the NHS.
- Outcome reporting is embedded within the SEND Partnership, with key findings reported to the SEND and AP Partnership Board.
- A five-year forecast for SEND needs to ensure sufficiency of provision across mainstream and special schools, adapting to shifts in demand and parental preference.
- Co-designed workforce development program, including annual core training and a training calendar for school staff, developed in response to identified needs..
- Coventry's Multi Agency Safeguarding Hub (MASH) brings together key professionals to facilitate early, high-quality information sharing and decision-making for vulnerable children, including those with SEND.
- Accredited Designated Safeguarding Lead (DSL) training addresses issues specific to children with SEND.

## Focus Areas

- While workforce development has been positively received in schools, there is a need to further extend high-quality training to all sectors, including health, care, and the third sector, to ensure a shared frame of reference and best practice. This program is being extended to health, care, and third sector professionals
- While outcome reporting is established, there is a need to further embed joint analysis and sharing of this information with system leads to ensure oversight of how families experience services and the outcomes delivered.

# Delivering Change

Governance, Strategy and Operation

# Governance

- Coventry's SEND and AP Partnership Board has representation from parents and carers, schools, and senior leads from the Council, ICB and NHS.
- The Board has overall responsibility for implementing the SEND and AP Action Plan – as identified through the Self Evaluation.
- There are three workspaces reporting into the board, focusing on transformation, commissioning and quality assurance.
- The Action Plan is underpinned by the five principles of SEND reform.



# SEND Transformation Priorities

The SEND Transformation Work Programme is made up of five priorities. Its aim is to ensure a sufficiency of provision for children with SEND across the city.

Workforce Development	Adaptive provision	Alternative Provision	Enhanced Resource Provision (ERP)	Specialist Provision
<ul style="list-style-type: none"> <li>• SEND is a shared responsibility; we want all members of our children's workforce to have the knowledge and skill needed to deliver high quality provision to all our SEND Children.</li> <li>• Our Workforce Development Programme aims to deliver this.</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream Schools in Coventry are committed to inclusion and are adapting the way they deliver education to meet the needs of more children with more complex SEND Needs.</li> <li>• The Adaptive Provision programme aims to support them in this endeavour.</li> </ul>	<ul style="list-style-type: none"> <li>• AP supplements and supports school-based education. It allows schools to create packages of support that meet individual children's needs.</li> <li>• Coventry's AP Framework ensures that all AP accessed in Coventry is quality assured and impactful.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced Resource Provisions are based in local mainstream schools but support children with more complex SEND needs and an EHC Plan. Admissions to ERPs are managed by the Council.</li> <li>• The ERP Partnership is successfully increasing the number of places available in ERPs.</li> </ul>	<ul style="list-style-type: none"> <li>• Coventry has excellent Special School provision, which meets the needs of children with the most complex SEND.</li> <li>• Our Special School Partnership is successfully increasing the number of places in specialist provision.</li> </ul>

# Workforce Development

## Key Achievements 2025

- A comprehensive training offer in place, developed and led by Coventry SEND Support Teams and external providers.
- A SEND Bulletin has been introduced for schools, which includes regular training updates and resources.
- Speech and Language Tiered Training is funded for all Coventry schools during 2025/6.
- A training package is available for SEND Governors
- Belonging Training Pathway – linked with Coventry Alternative Provision (CAP)
  - Focused on Secondary Schools in the first instance.
  - Fully funded initiative aims to develop a consistent, city-wide relational approach in all schools
- Training for Adaptive Provision Schools
  - Led by both Tiverton and Kingsbury Special Schools
  - Focus on Curriculum and Environment

## Priorities 2026

- Strengthen specialist provision workforce training and career progression pathway to build capacity and expertise
- Establish and grow the Coventry Communicators Network to improve consistency and quality of Speech and Language training in schools
- Current training offer to be revised for next year to better meet school needs and reduce attendance barriers
- Assess the impact of newly announced DfE-funded training packages, align with local authority provision and support schools to maximise benefit

# Adaptive Provision

## Key Achievements 2025

- The Council facilitated a programme of workshops for schools running adaptive provision (inclusive approach)
- A total of 31 mainstream primary schools engaged in year 1
- The workshops provided space; self-evaluation; professional development; sharing practice across schools; inspection preparation and networking.
- The impact was:
  - Strengthened quality assurance.
  - Increased confidence across school staff
  - Greater coordination and sharing of best practice.
  - Positive feedback for engaged schools undergoing inspection

## Priorities 2026

- The programme of workshops has now transitioned into an enduring professional development network.
- A total of 45 mainstream primary schools are now engaged.
- Shared training and networking opportunities continue (e.g. meeting sensory needs in mainstream schools)
- Alongside this, there is a broader focus across all aspects of school life
- An equivalent secondary phase network being implemented – 4 schools (from different trusts) engaged to date
- Impact to date has been:
  - Positive feedback from new schools
  - Ofsted interest in feedback to HMIs

# Alternative Provision

## Key Achievements 2024/25

- **Secondary CAP Graduated Model of Support** successfully piloted and embedded citywide
- Established **CAP Multi-Agency Panels** with an independent chair to provide **quality assurance** and **strategic oversight** of the model.
- Strengthened **Quality Assurance Framework** to improve monitoring of unregistered AP providers.
- **19 out of 22 secondary schools** actively engaged in **CAP**.
- **120 commissioned AP places with AP Academy** including Early Intervention, 6th-day and transitional placements.
- Expanded and diversified the CAP provider framework from **25 to 75 providers** through a robust procurement process.
- Developed robust compliant **SEN packages** for both compulsory-school-age and post-16 learners.
- Launched the Belonging Training Pathway with secondary schools to begin establishing a strong culture of belonging.

## Priorities 2025/26

- Increased engagement to **20 out of 22 secondary schools** participating in the CAP model.
- Complete and review the **Secondary CAP Model pilot-year evaluations**.
- Embed the **new DfE National AP Standards** across all CAP quality assurance processes.
- Co-design a **Primary Graduated Model of Support** with Primary Headteachers and internal LA teams
- Further expand and diversify **CAP provider capacity** for the primary phase.
- Design and implement a **bespoke Year 11 AP employability pathway**.
- Strengthen the **Education Engagement Team offer**, providing enhanced advice, guidance, and outreach for schools.

# Enhanced Resource Provision (ERP)

## Key Achievements 2025

- The partnership has:
  - Opened 2 new Primary ERPs for learning needs.
  - Increased the places available at an Existing ERP for communication needs and Autism.
  - Opened the city's first Secondary phase ERP.
  - In total, an additional 26 new places have been created.
- A new ERP Partnership Group has been established, which as already:
  - Set out what quality provision looks like within ERPs.
  - Identified further work to strengthen practice
- A gateway process is in place for new EPRs, from application, through building and recruitment, to opening.

## Priorities 2026

- Three new Primary EPRs are due to open this calendar year alongside an expansion of our Secondary ERP.
- This will create a further 26 places in total.
- The Partnership Group will continue to quality assure and share practice amongst ERPs.
- The Council will continue to work with partner schools to identify locations for new provisions (subject to the policy direction set out in the White Paper).



# Specialist Provision

## Key Achievements 2025

- An additional 60 places were created in special schools, ready for September 2025.
- This included capital work at Castlewood School.
- A Special Schools Partnership group was established to guide the strategic development of Coventry's local Special School offer.

## Priorities 2026

- Additional capacity at Baginton Fields to bring additional Broad Spectrum (Learning) Specialist Places.
- Phased expansion of Woodfield school to provide additional SEMH Specialist Places.
  - 26 additional places from January 2027.
  - With further year on year expansion planned for the following four years.
- A Strategic Plan has been developed with Special Schools, which includes:
  - Redefining Specialist Provision for 2025-30
  - Communities of Practice to share practice between special and mainstream schools.
  - A project to support more children with highly complex needs in Coventry.
  - Alternative Provision for Special Schools
  - Further Workforce Development

# Further Priorities

Demand Projection  
and Long Term  
Planning

Integrating SEND  
with the Family First  
Partnership  
Programme

Speech and  
Language Therapy  
Recommissioning

Review of Ordinarily  
Available Provision  
and revision of the  
Digital Local Offer

Council SEND  
Workforce Sufficiency  
(for Educational  
Psychologists and  
Plan Coordinators)

Education Otherwise  
Than At School  
(EOTAS) Practice  
Review.

# National Direction of Travel

- The government's long-awaited 'SEND' White Paper is expected imminently.
- This White Paper will outline the government's proposed reforms to the Special Educational Needs and Disabilities (SEND) system, setting out policy intentions rather than immediate legislative changes.
- It is anticipated to focus on improving inclusion, strengthening accountability, and addressing the significant pressures currently facing local areas, schools, and families, particularly around Education, Health and Care Plans (EHCPs) and high-needs funding.
- Ahead of the White Paper, the Government has published an Estates Plan, which covers inclusion bases, specialist resource bases, and signalling further capital investment in mainstream and specialist settings.
- These national developments align closely with Coventry's existing strategic direction and ongoing reform activity.

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Last updated 16 February 2026

Please see page 2 onwards for background to items

<b>10 July 2025</b>
Cabinet Member Portfolio Priorities Draft Work Programme 25-26
<b>11 September 2025</b>
Outdoor Education The Complexities in Finding Homes for Children in Care
<b>16 October 2025</b>
Adoption Service Annual Reports Fostering Annual Report Progress on LGA Peer Review Action Plan
<b>27 November 2025</b>
Child-Friendly Cov Children in Care Pledge Children Absent from Education
<b>22 January 2026 - Coombe</b>
Safeguarding Annual Report Holiday Activities and Food Programme Site visit to Outdoor Education Service
<b>26 February 2026</b>
School Performance Data Annual Report SEND Strategy Update
<b>26 March 2026</b>
Early Years Strategy and Best Start in Life Family First Partnership (Social Care Reform)
<b>2025-26</b>
Regional Placements School Places Sufficiency Kinship Strategy and Local Kinship Offer (25/26) Children's Front Door MASH – Effective Support for Children and Families in Coventry Youth Provision in Coventry Health and Wellbeing in Schools Family Health and Lifestyles Service Child Sexual Exploitation Campaign on smart phones in school Children and Adolescents Mental Health Services (CAMHS) Local Transformation Plan April 2025 – March 2027 Family Valued and Reunification Project Breakfast Clubs Families First Partnership Programme Uptake of FSM and impact on school budgets Child-friendly Cov Exclusions

Education and Children's Services Scrutiny Board (2) Work Programme 2025-26

Page 62

Date	Title	Detail	Cabinet Member/ Lead Officer
<b>10 July 2025</b>	Cabinet Member Portfolio Priorities	To invite Cllr Sandhu and Cllr Seaman to identify their priorities for the coming year, for Scruto to be able to identify future items and hold Cabinet Members to account	Cllr Sandhu Cllr Seaman
	Draft Work Programme 25-26	To consider the draft work programme and to identify any additional items or task and finish groups	Cllr Kelly G Holmes
<b>11 September 2025</b>	Outdoor Education	To cover the work being delivered on Outdoor Education, including the extended offer as well as plans for celebrating Dol Y Moch's anniversary.	R Sugars Cllr Sandhu
	The Complexities in Finding Homes for Children in Care	Looking at the complexities of homes for children, including placements, and the associated costs.	Cllr Seaman Sukriti Sen
<b>16 October 2025</b>	Adoption Service Annual Reports	Annual report – including information about the diversity of the adoption panel and adopters as well as support to birth mothers after their children have been adopted	Cllr Seaman Matt Clayton
	Fostering Annual Report	To consider performance of the fostering service including support to foster carers from their perspective	Cllr Seaman A Whitrick
	Progress on LGA Peer Review Action Plan	As a follow up to the item received on 13 Feb 2025, Members requested a more detailed progress report	S Sen Cllr Seaman
<b>27 November 2025</b>	Child-Friendly Cov	Progress update on impact and recommendations made at the meeting on 17 <sup>th</sup> October 2024 <a href="#">BN CMCYP - Child Friendly Cov.docx</a>	Matt Clayton Cllr Seaman
	Children in Care Pledge	Progress on the pledge for children in care and care leavers	Matt Clayton Cllr Seaman
	Children Absent from Education	To establish a T&F to look at this in more detail. Covering Elective Home Education, Child Missing Education, SEND without an appropriate place	Rachael Sugars, Cllr Sandhu
<b>22 January 2026 - Coombe</b>	Safeguarding Annual Report		Rebekah Eaves Cllr Seaman
	Holiday Activities and Food Programme	Update including progress on recommendation to Cabinet Members <a href="#">BN CM ES HAF Dec 24.docx</a>	Adrian Coles Cllr Seaman

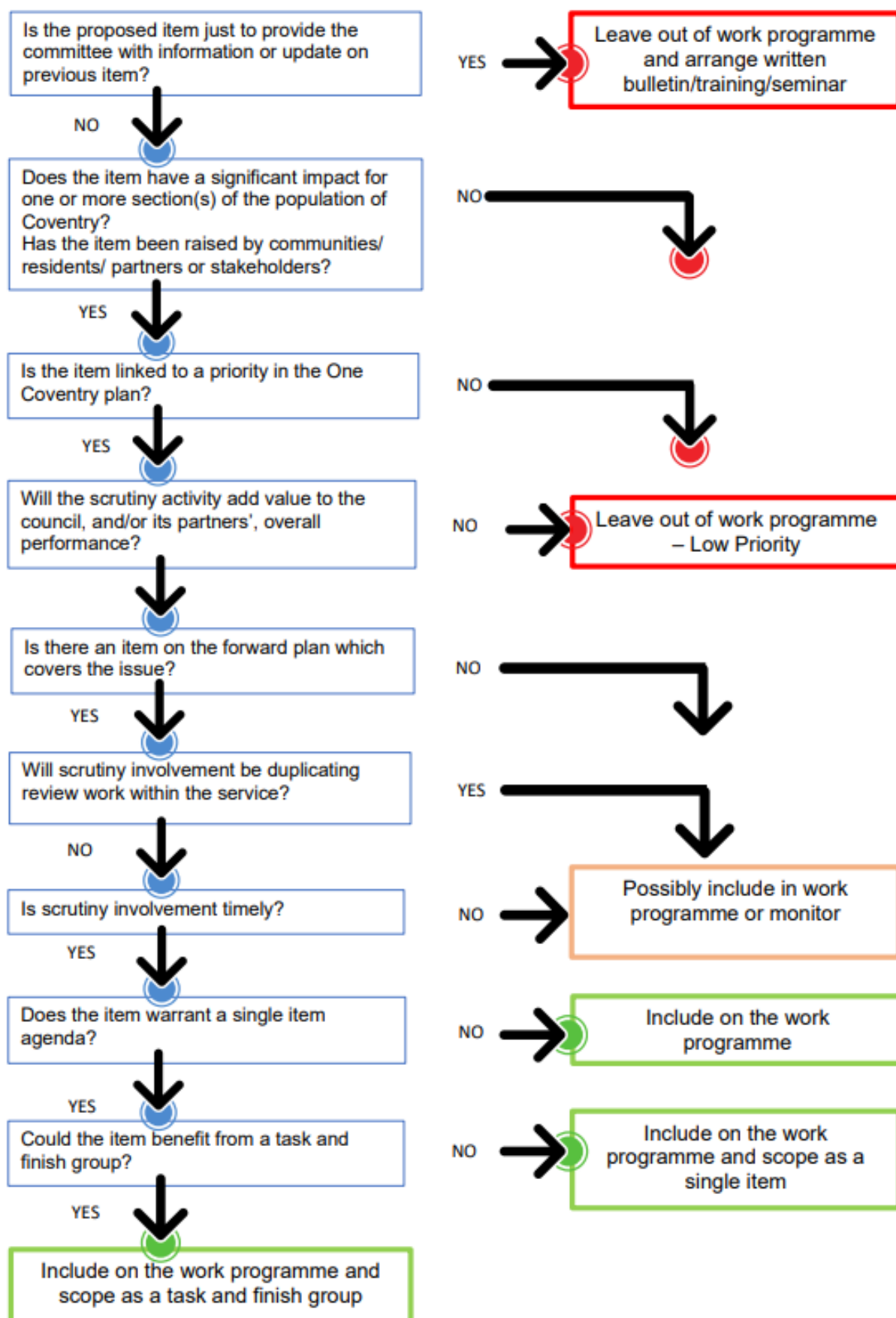
# Education and Children's Services Scrutiny Board (2) Work Programme 2025-26

Date	Title	Detail	Cabinet Member/ Lead Officer
	Site visit to Outdoor Education Service	Following an item on 11 September, Members wanted to see first hand the in-city outdoor education offer	R Sugars Cllr Sandhu
<b>26 February 2026</b>	School Performance Data Annual Report	An annual report on looking at performance and progress against national indicators	Cllr Sandhu Rachael Sugars
	SEND Strategy Update	To consider the refreshed strategy following co-production with children and parents. To specifically look at SEND provision in mainstream schools – possibly to include Behaviour Strategy and alternative provision	Jeannette Essex Cllr Sandhu
<b>26 March 2026</b>	Early Years Strategy and Best Start in Life	To come in 2025 and to include progress on actions requested on 17/7/24 re: oral and dental health – links with Best Start in Life	R Sugars/J Moffat Cllr Sandhu and Cllr Seaman
	Family First Partnership (Social Care Reform)	Update on social reforms and the Council's response.	Cllr Seaman S Sen, C Heeley
<b>2025-26</b>	Regional Placements	Also to include progress on West Midlands Safer Centre	S Sen Cllr Seaman
	School Places Sufficiency	Primary, Secondary and Special – to look in more detail at the delivery on the One Strategic Plan – refer to Scrucro for Cabinet Report.	
	Kinship Strategy and Local Kinship Offer (25/26)		
	Children's Front Door	An aspect of the LGA Peer Review.	S Sen Cllr Seaman
	MASH – Effective Support for Children and Families in Coventry	Looking at the impact of the new partnership threshold document in reducing inappropriate referrals into MASH, as well as diversion to Family Hubs.	Cllr Seaman Sukriti Sen
	Youth Provision in Coventry	How and where we work with outside partners (and specifically the third sector) to deliver it	Sukriti Sen Cllr Seaman
	Health and Wellbeing in Schools	To look at what is being done to promote health and well-being in schools and universities – including the school nursing service	

Date	Title	Detail	Cabinet Member/ Lead Officer
	Family Health and Lifestyles Service	To looking in more detail at how the service is tackling health inequalities and targeting services at those in need on a localised basis. School nurse provision. Also how the service is supporting Early Help <a href="#">BN CM CYP &amp; PHSW - Early Help.docx</a>	Bill McCann, Angela Baker Cllr Caan
	Child Sexual Exploitation	Work of the Horizon Team – links with the police and health.	Cllr Seaman Chris Heeley
	Campaign on smart phones in school	Looking at the impact on behaviour, mental health and attention span	Cllr Sandhu
	Children and Adolescents Mental Health Services (CAMHS) Local Transformation Plan April 2025 – March 2027		
	Family Valued and Reunification Project	Pick up outstanding items from 24-25, cost of care proceedings, ethnicity, cost of different levels of intervention	
	Breakfast Clubs		
	Families First Partnership Programme		
	Uptake of FSM and impact on school budgets	Following a query at Scruto on 20 November 25, an item on the impact of universal FSM in KS1 and having to claim beyond that age.	Rachael Sugars Cllr Sandhu
	Child-friendly Cov	A follow up from meeting held 27 November 25 to consider widening the inclusion of schools across the city in Child-friendly Cov activities	Angela Whitrick Rachale Sugars Cllr Sandhu Cllr Seaman
	Exclusions	Following an item on Children Absent from Education a further item on Exclusions was requested by the Board	Cllr Sandhu Rachael Sugars



## Work Programme Decision Flow Chart



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