

Inclusive Education Communities - Minutes of Meeting

CONFIDENTIAL	
Date	30 th April 2026
Time	11.00 - 12.30
Venue	Teams
Group Members	
	Chair Jen Blunden
	CASH Kate Littledyke
	CAPH Emma Kerr
	CAPH Lucy Stein
	Cornwall Education Partnership Cat Scutt
	Cornwall Research School John Rodgers
	OneCornwall Greg Pankhurst
	Diocese Lee Moscato
	Head of Inclusion and SEND, Cornwall Council Inclusion and Participation Lead at Cornwall Council. Employment and Enterprise Team. Janine Bisson
	Maths Hub Laura Clitheroe
	Special Partnership Trust Guy Chappell
	Truro & Penwith Gemma Marshall
	English Hub Pamela Waters, Vanessa Morley, Helen Copley
	Budehaven Dom Wilkes
	Early Years Helen Adams
	Admin Leeanne Drake (OneCornwall)
Also invited	
Emma Sheppard – MTPT Project	
Apologies	
Lee Moscato, Lusy Stein, Dom Wilkes, Rachel Delourme, Laura Clitheroe, Fola Ariyibi, Kate Littledyke, John Rodges, Jonathon Stocker, Pamela Waters.	
Not Present	

Agreed as a true and accurate record	
Chair's Signature	

Date	

Agenda Item	<i>Actions in red bold</i>
1	Welcome, Introductions and apologies for absence
	Jen welcomed attendees, shared apologies and outlined the focus of the meeting.

2	Inclusive Education data update
	<p>Presented by: Gail Menage</p> <p>An overview of inclusion-related data was shared at locality level, with comparisons to Cornwall and national averages where available.</p> <ul style="list-style-type: none"> • Data covered: <ul style="list-style-type: none"> ○ Attendance (authorised, unauthorised, persistent and severe absence) ○ Suspensions and permanent exclusions ○ Elective Home Education (EHE) ○ Part-time timetables ○ EHCP prevalence ○ Destinations and NEET indicators • Certain localities (e.g. Camborne/Pool/Redruth/Hayle/Lizard) showed higher levels of suspensions and exclusions, while others (e.g. St Austell/Clays/Newquay) showed historically lower levels. • Patterns indicated potential hotspots for further investigation, balanced by recognition that ranking alone does not fully explain context. • Destinations data has recently moved in-house, providing improved insight into post-16 pathways and NEET risk. • Early years data is currently less developed; opportunities were discussed to strengthen early identification and baseline measures. <p>Discussion included:</p> <ul style="list-style-type: none"> • Strengths and limitations of ranking-based data versus national comparisons. • The importance of contextual and trend-based interpretation. • The need to include wider indicators (e.g. health, mobility, early years access). <p>Agreed actions:</p> <ul style="list-style-type: none"> • Gail to circulate updated datasets (including spring updates) to the group. • Exploration of additional early years inclusion indicators.

	<ul style="list-style-type: none"> • Laura Donovan-Holmes to share contacts regarding work in Torbay / Public Alchemy. • Gail to follow up potential learning from Torbay's integrated dashboards. <p>Refer to slides attached.</p>
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3	Implications of the white paper for inclusive practice in Cornwall.
	<p>Key White Paper themes discussed:</p> <ul style="list-style-type: none"> • Earlier identification and resolution for families • Strengthened place-based and regional working • Clustered approaches to inclusion • SEND reform and Best Start in Life • Recognition that much of the White Paper direction aligns with existing Cornwall activity, particularly through Inclusive Education Communities and SEND reform work. • Challenges highlighted for rural and geographically dispersed areas such as Cornwall.

4	Action planner for 2025/6 and 2026/7
	<p>Presented by: Jen Blunden</p> <ul style="list-style-type: none"> • Draft action planning linked to previously agreed KPIs, including: <ul style="list-style-type: none"> ○ Attendance and belonging ○ Suspensions and exclusions ○ EHCP and SEND reform ○ EHE ○ Transitions and destinations ○ Multi-agency working • Emphasis on clearer end points, reducing duplication and avoiding overload for schools. • Proposal to develop toolkit-style outputs and shared case studies. • Recognition of overlap between SEND, attendance, transitions and parental engagement work. <p>The draft was welcomed as a useful framework and will be further refined and aligned with Operational Board planning.</p> <p>Refer to slides attached.</p>

5	<p>Disciplined Inquiry themes:</p> <ul style="list-style-type: none"> • Transition between phases and collaborative approaches for re-engagement and transition support. (GM Post 16 PW or KS2 – KS3) • NEET toolkit working with schools. • Multi-agency partnership and place-based initiatives. (ES) • Reducing suspensions and exclusions. (JS) • Reducing pupils leaving formal education. (TBC)
	<p>a) Transitions (including post-16)</p> <ul style="list-style-type: none"> • Work ongoing but limited capacity within schools. • Attendance at targeted transition events remains low. • Strong emphasis on the need for better family engagement, trusted relationships and listening to lived experience. • Potential explored for peer-to-peer research models using young people's voice. <p>b) NEET and Destinations</p> <ul style="list-style-type: none"> • Service review underway and rollout of the RONI/at-risk-of-NEET tool planned from September. • Focus on supporting schools' existing provision rather than duplicating activity. • Discipline inquiry seen as a valuable way to evidence "what works". <p>c) Multi-agency and Place-based Working</p> <ul style="list-style-type: none"> • Agreement that deeper collaboration with family hubs, health, and trusted community organisations is essential, particularly around transition. <p>Actions:</p> <ul style="list-style-type: none"> • Janine Bisson and Gemma Marshall to explore peer-research approaches. • Jen Blunden to continue refining the action planner and thematic alignment. • Further consideration of a more structured, time-limited inquiry offer instead of open-ended engagement.

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Approval of minutes and actions arising – meeting 14th January 2026

Actions:

- **Jen to request updated NEET data by locality from Gail (timing to align with activity survey).**
- **Include SEND sufficiency, elective home education, mobility, and pupil premium data in future reports.**
- **Janine to liaise with Gail to ensure joined-up approach.**
- **Explore GDPR permissions to share schools involved in pilot.**
- **Greg and Vanessa to discuss short video case study for March conferences.**
- **John to consider linking research school support for inquiry approach.**
- **Janine to continue work with Lisa Briscoe on data sharing protocols.**
- **Gemma to explore pilot for improved transition data flow.**
- **Jen to prepare slides for upcoming conferences (CAPH/CASH) to articulate inquiry approach and timeline.**
- **Emma/Kate to coordinate calendar alignment for June SEN network event (10 June).**
- **Develop pledge system and Google form for schools committing to inquiries (Leeanne to support).**
- **Jen to update KPI framework and share at next meeting.**
- **John to share updated TA deployment guidance (EEF report) – to present at Operational Board (5–10 mins).**
- **John to explore pre-recorded inquiry training modules.**
- **Emma/Kate to confirm conference slots for inquiry messaging.**

Actions were reviewed verbally. Key points included:

- NEET and destinations data has now been consolidated.
- Video case studies have been shared at recent conferences.
- Coordination of the calendar for SEND network events is ongoing.
- Guidance on TA deployment is to be re-requested from Jon Rodgers.

Minutes approved.

Maternity Teacher Paternity Teacher (MTPT) Project – Cradle to Classroom

Emma Sheppard provided an overview of the Maternity Teacher Paternity Teacher (MTPT) Project, a national programme focused on supporting teachers who are pregnant, on parental leave, or returning to work. The group was informed that national data indicates a significant proportion of teachers leave the profession within three years of returning from maternity leave, highlighting the importance of targeted retention support.

Emma outlined the Cradle to Classroom offer, which provides structured professional and wellbeing support during pregnancy, maternity leave and the return-to-work period. The programme has demonstrated positive outcomes nationally in terms of teacher retention, confidence and wellbeing. It was noted that funding opportunities are available to support delivery in some areas.

Discussion highlighted that, despite the relevance of this offer, uptake in Cornwall has been low to date. Members reflected that this may be due to limited awareness, competing pressures on schools, and the need for stronger system-level endorsement. It was agreed that promotion solely at school level is unlikely to be sufficient.

The group discussed the importance of engaging HR leads, senior leaders and wider system networks to raise awareness and embed the offer more consistently across Cornwall. Links were also made to broader inclusion and workforce sustainability priorities, recognising that supporting staff during life transitions aligns with inclusive practice values.

Agreed next steps:

- **Emma Sheppard to share presentation materials and further information about the Cradle to Classroom offer with the group.**
- **Members to explore how HR networks, workforce forums and partnership boards might support increased awareness and access.**
- **Consideration to be given to potential funding routes or pilot opportunities to support wider Cornwall-wide implementation.**

Refer to slides attached.

8	Actions
	<ul style="list-style-type: none"> • Gail Menage to circulate updated Inclusive Education datasets, including spring updates and locality comparisons (May 2026). • Gail Menage to explore and share additional early years inclusion indicators to strengthen baseline understanding (Summer 2026). • Laura Donovan-Holmes to share contacts and learning from Torbay / Public Alchemy regarding integrated dashboards and place-based data approaches (May 2026). • Jen Blunden to refine the Inclusive Education Communities Action Planner for 2025/26 and 2026/27, ensuring clearer outcomes and alignment with the Operational Board (June 2026). • Inclusive Education Communities group to review opportunities to reduce duplication and develop toolkit-style outputs and case studies for schools (ongoing). • Janine Bisson and Gemma Marshall to explore peer-to-peer and lived-experience research approaches within the Transitions and NEET disciplined inquiry themes (Summer 2026). • Destinations / NEET Team to support rollout and awareness of the Ronni / at-risk-of-NEET tool ahead of September implementation (September 2026). • Jon Rodgers to re-request and circulate guidance on effective TA deployment. • Emma Sheppard to share MTPT Project slides and information on the Cradle to Classroom offer with the group (May 2026). • Inclusive Education Communities to explore HR network and funding routes to increase uptake of MTPT support across Cornwall (Summer 2026).

Dates of next meetings:

~~20th June 2025~~

~~Thursday 18th September 2025 1 – 2.30pm~~

~~19.11.25 – 14.00 – 15.30~~

~~14.01.26 – 11.00 – 12.30~~

~~11.03.26 – 13.00 – 14.30~~

~~14.05.26 – 14.00 – 15.30 – cancelled~~

10.07.26 - 14.00 - 15.30