

# TRANSITIONS

## Scrutiny Review

April 2019

# 1. Executive summary

---

The Scrutiny Panel was established with the purpose of reviewing the individual experiences of young people transitioning into adulthood for those young people with more complex educational needs who receive support through an Education, Health and Care plan (EHCP); and for those young people who are Looked After Children (LAC).

## Conclusion

The recommendations of the Panel seek to improve what is already a good process.

The Scrutiny Panel highlighted the following as part of this review:

- Overall transition arrangements in Lincolnshire are good with strong working relationships between Adult and Children's Services and other agencies with respect to the transition of Young People.
- Processes are in place to ensure young people who require transition services are identified effectively.
- Communication between the various relevant organisations is essential to achieve a good transition, including the need to ensure greater promotion of the Local Offer as part of ensuring a positive transition.
- Early dialogue with families has proven to be very successful; and has provided families with a better understanding of requirements and processes. Arrangements are also in place to ensure their voices are heard and are central to the decision making process.
- It is important for professionals to ensure families have a clear understanding of the Local Offer to help ensure realistic expectations.
- It is important to ensure the information included in the Local Offer is effectively promoted to families not directly involved with Children's Services to ensure that the professionals who are responsible for planning transition to adulthood are aware of the most appropriate pathway for transition.
- Where parents have a clear vision of what provision their child should receive, it is essential to have a clear and meaningful approach when advising parents of the services actually available for their child, in order to manage expectations effectively.
- Best practice should be shared and promoted between professionals as part of developing multi-agency working to facilitate effective transitions.
- It was noted that as a result of the engagement undertaken as part of the review that there were reports of a lack of input from Health relating to therapy and occupational health services; as well as the need to improve the quality of EHCP's focus on improving health outcomes.
- The Panel highlighted the need to continue to work to reduce service user frustration and resolve issues as effectively as possible. The Panel highlighted the importance of monitoring satisfaction as an effective measure to monitor the quality of service.
- The Panel support the development of an improved Pathway Plan format for care leavers.
- The Panel highlighted the importance of the Supported Internship Program.

## Recommendations

**The Scrutiny Panel support implementing the work identified as part of the SEND Steering Group Action Plan, related specifically to the areas of development identified through the Ofsted/CQC Inspection of Special Educational Needs and Disabilities in late 2018.**

In addition, the following recommendations will be forwarded to the Executive Councillor for Adult Care, Health & Children's Services for consideration. The recommendations of the Panel seek to improve what is already a good process.

### **Recommendation 1 – Information and Advice Local Offer**

**The Scrutiny Panel recommends that Children's Services and Adult Care continue to develop, promote and deliver consistent and clear communications through greater promotion of the local offer. It is envisaged this will be achieved as part of delivering the outcomes of the recent Joint local area SEND inspection.**

The Scrutiny Panel highlighted the following themes as part of this recommendation:

1. Promoting early engagement with families/young people and an individualised approach to communication.
2. Ensure information on the local offer is sent out to all those involved in the transitions process as part of a clearly developed communications strategy to ensure a clear and consistent message.
3. Enhancing collaborative working with wider stakeholders so that information about criteria and processes is available to all (Families and professionals)
4. Support the role of the intake team working within schools to promote the opportunity for parents to discuss options through early engagement.
5. Managing expectations effectively in a supportive and engaging way in order to promote positive outcomes as part of a 'life time journey'.
6. Continuing to ensure families are at the heart of a decision making process.
7. Targeted promotion of Advocacy and Advice services such as the Parent Carer Forum and 'Liaise' the Special Educational Needs and Disability (SEND) Information Advice and Support Service.
8. Ensure the information included in the Local Offer is effectively promoted to families not directly involved with Children's Services.
9. Support the development of a 'Progression to Adulthood' section of the local offer.

The Scrutiny Panel support the continued development of the local offer as part of delivering the outcomes of the recent Joint local area SEND inspection. Throughout the review the Panel has heard that early engagement with families and young people is essential in order to manage expectations effectively, in a supportive and engaging way in order to promote positive outcomes.

The recent Joint local area SEND inspection identified that a significant proportion of parents and some professionals who spoke with the inspection team were unaware

of the local offer. Consequently, parents do not always have a clear understanding of the services available to support their children.

The Scrutiny Panel support the work that continues to ensure families are at the heart of a decision making process. Children's Services Teams are not always directly involved with the young person and therefore the people who are responsible for planning transition to adulthood are not always aware of the most appropriate pathway for transition to adulthood. The statutory responsibilities relating to Children in comparison to Adults are also very different and therefore it is important that families understand these differences so as not to have unfairly raised expectations.

The Scrutiny Panel supports the need to ensure information on the Local Offer is sent out to all those involved in transitions at the start of their journey through the process. The Panel also supports the need for a clearly developed and effective communications strategy to ensure a consistent and well promoted message. The Panel identified possible articles in County News as one future option for greater promotion of the Local Offer.

The Panel highlighted the need to continue to work to reduce service user frustration and resolve issues as effectively as possible. The Panel also highlighted the benefit of monitoring satisfaction in the service as an effective measure of overall performance.

The Scrutiny Panel also endorse the work the Intake Team delivers within schools to promote the opportunity for parents to discuss options and seek advice and guidance through the use of drop in sessions.

## **Recommendation 2 – Improved Health Outcomes**

**The Scrutiny Panel recommends that Lincolnshire County Council continues to strengthen positive relationships with CCGs, to develop a proactive approach and to support the implementation of the SEND action plan.**

The Scrutiny Panel highlighted the following themes as part of this recommendation:

1. To improve the quality of Education, Health and Care Plans by promoting more outcome focused recommendations.
2. Establish systems of leadership that are effective in ensuring that all managers are held to account for improvements to services and for promoting effective practice.
3. Increase understanding of health data to better plan future services to meet children and young people's health needs.
4. Improve the health offer to include a clear pathway for Autism Spectrum Disorder and neurodevelopment conditions.
5. Developing and promoting an effective and more consistent level of good practice across the County through the SEND steering group.

During the review the Panel heard examples of the need for improved Health engagement in the transitions process. The Scrutiny Panel support the implementation of the SEND action plan to improve outcomes and better meet children and young people's health needs. The Panel was advised that continuing health care was patchy across Lincolnshire, with some areas being better than others. The Panel agreed that health was an issue due to an inconsistent approach; and that there needed to be improved communication with parents when their expectations had not been met. The Panel agreed that Health obligations were being met but not always in an effective way.

The Panel was satisfied that there were aspirations from Children's Services and local CCGs to ensure that colleagues strive to provide services that improve the education and health outcomes as outlined in the SEND Steering Group Action Plan. This includes developing clear lines of accountability that report to both the Local Authority and Clinical Commissioning Groups and establishing systems of leadership that are effective in ensuring that all managers are held to account for improvements to services.

### **Recommendation 3 – Pathway Plan Review**

**The Scrutiny Panel supports reviewing the format and structure of the current Pathway Plan document for Care Leavers. The Panel recognises that the current document meets the requirements of a Pathway Plan and contains everything required, but believes that the structure of the document needs to be reviewed in order to be more useful to better meet the needs of young people.**

The Scrutiny Panel support the development of an improved Pathway Plan and consulting with the Corporate Parenting Panel on the revised format.

## **2. Introduction**

---

### **Establishment of the Scrutiny Review Panel**

On 29 March 2018, the County Council's Overview and Scrutiny Management Board approved a scrutiny review to give consideration to the individual experiences of those young people with more complex educational needs who receive support through an Education, Health and Care (EHC) plan, and their journey transitioning into adulthood.

The review also considered the preparations being made towards implementing the Children and Social Work Act 2017 and the impact on transition arrangements for those young people under the care of the local authority.

On 30 August 2018 the Overview and Scrutiny Management Board endorsed the terms of reference for the 'Transitions Scrutiny Review' as per Article 6.10 of the County Council's Constitution.

The Scrutiny Review Panel met seven times over the course of the review and undertook a number of visits to special schools and engaged with County Council staff as well as individual service users.

### **Scope of the review**

The purpose of the review has been to consider best practice, areas for better working and to identify key findings and recommendations to aid continued improvement of these services in Lincolnshire.

1. To consider and review the experiences of those young people with more complex educational needs who receive support through an Education, Health and Care (EHC) plan and their journey transitioning into adulthood. Including the following:
  - To review the experience of young people and their families/carers, and the overarching principles for good transition
  - Ensuring that arrangements for transition services are robust.
  - To consider processes which are in place to ensure all young people who require transition services are identified and receive services.
  - The planning of transition, support before and after transfer and the supporting infrastructure for transitions.
2. To review the preparations being made towards the implementation of the Children and Social Work Act 2017, increasing the age of eligibility for support to care leavers from the age of 21 to 25.

## **3. Background**

---

This review has focused on children and young people who receive support through an Education, Health and Care (EHC) plan, and the systems and processes in place to support the transition from Children's Services to Adulthood. The review has also given consideration to those young people who may also be eligible for Adult Social Care and /or specialist Adult Health Care services when they reach the age of 18.

The term 'Transition' is used to describe the process of change from one situation to another and occurs at various stages in a child or young person's life. The following stages are widely recognised as being key milestones for children and young people.

- Transition from nursery to primary school;
- Transition from primary to secondary school;
- Transition from secondary to post 16 education and training;
- Transition from children's services to adulthood;
- And for a relatively small number of young people Transition to Adult Care.

**For the vast majority of children and young people, these transitions are supported successfully by families, schools and universal services.**

## Main Lines of Enquiry

As part of the review the Panel considered:

- Children and young people with EHC plans
- Children and young people transitioning to adult social care
- Transition for young people who are Looked After Children
- Education Phase Transitions

As of May 2018, it was reported there were 1027 children/young people aged 14-17 who were subject to an Education, Health and Care (EHC) plan; this was broken down as following:

- Age 14 – 106
- Age 15 – 354
- Age 16 – 340
- Age 17 - 227

As at May 2018 there were a total of 243 cases open to the Children with Disabilities Team, and of these, the total number of children and young people who were aged 14 – 17 years was 105. Whilst these young people are also captured in the general SEND data above (they all have EHC Plans) these are the young people with the most complex needs and are likely to require Adult Social Care provision.

### **Ensuring Young People needing Transitions are identified**

Under the Special Educational Needs and Disability Code of Practice (2015) Local Authorities must ensure that the Education Health and Care (EHC) Plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood. Planning must be centred on the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave Post-16 education or training and the support they need to achieve their ambition. Transition planning must be built into EHC Plan reviews and should result in clear outcomes being agreed that are ambitious and stretching and which will prepare young people for adulthood. Operationally this is administered through the SEND team in Children's Services.

For a young person with an EHC Plan, the local authority ensures that the transition to Adulthood is well planned; any eligible transfer to adult social care is identified within the Annual Reviews of the EHC Plan and reflects existing special educational and health provision that is in place to help the young person prepare for adulthood.

### **Transition to adult social care**

Young people with complex needs, who are approaching 18, or their carers, may become eligible for Local Authority Services, regardless of whether they have an EHC Plan or whether they have been receiving care services under Section 17 of the Children Act 1989. Under the Care Act 2014, Adult Services undertake an Adult Transition Needs assessment where the young person is open to children's social care and recognised as likely to have a need for care and support after turning 18. These Adult Transition Needs assessments normally happen for this cohort at 17 but

can happen earlier where there is a significant benefit to the young person in doing so. For those young people not open to children's social care, adults services have a referral pathway which can be accessed through the CSC. Young people under 18 referred through this route are given an Adult Transition Needs assessment as described above. Those 18 and above receive an Adult Needs assessment. The nature of these assessments is to determine eligibility for adult social care as defined in the Care Act (2014)

Adult Social Care will not be aware of all young people living in their area who may be eligible for Adult Social Care. It is therefore important that those people involved in preparing young people for Adulthood consider whether the young person may have eligible needs as an adult and therefore, as part of the transitions process, make a formal referral to Adult Social Care as described above.

**The Intake Team in Adult Services are proactive in engaging with schools to increase their understanding of the processes and provide a contact point for queries.**

The majority of young people who are eligible for Adult Social Care as part of their transition to Adulthood are known to the Children with Disabilities (CWD) Team prior to the referral to Adult Social Care.

There is highly effective partnership working between the Children's Services' CWD Team and the Adult Social Care Intake Team and this works very well. Notifications from the CWD Team via Mosaic (Passport to Adulthood request) are now coming through to the Intake Team at a steady and timely rate from the age of 14 years. These notifications are well documented containing the appropriate and factual information required to enable the Intake Team to begin to understand the needs of the young person. From this point onwards, transition planning is a collaborative process between children and adults services.

Adult Social Care begin an Adult Transition Needs Assessment for these young people by 17 years and 3 months and identify, where appropriate, care and/or support which commences at the point of transfer from Children's Services to Adult Social Care at 18 years old. For this cohort, Adult Social Care have a good understanding of the young people's needs and how best to support the family and young person at the point of transfer.

Where applicable, an allocated worker from Adult Social Care attends the Child and Family Progress Review or the EHC Plan Annual Review in the year leading up to the young person's 18<sup>th</sup> birthday. The Adult Social Care worker attends handover visits when the case closes to the CWD Team.

Adult Social Care encourages provision of services to eligible young people via a Direct Payment which generally works well to enable client choice and control. There are examples of good practice around Community Supported Living – individual tenancies and support in shared accommodation works very well for young people when available. Whilst housing is not a specific responsibility of Adult Social Care, Adult Social Care Commissioners and the Corporate Commercial Team have worked very effectively with housing authorities, housing providers and other key



stakeholders to develop and increase accommodation options available for young people.

In order to further support young people and families' understanding of the Adult Social Care assessment process a relevant pack of information has been produced and is made available for families at the initial assessment visit. It also contains helpful information about key changes, financial assessment etc. In general, families are usually happy with the outcome of the Adult Social Care assessment and subsequent plans.

### **Transition for young people who are Looked After children**

The smooth and effective transition of young people from care to adulthood is a priority for Lincolnshire County Council. At the age of 16 Looked After Children start to transition to adulthood and work with their Social Worker to write their first Pathway Plan, preparing the young person to leave care whilst taking account of all their individual wishes and needs. The Pathway plan considers all areas of the young person's life and shapes how all professionals work with the young person to fulfil their desires and ensure they transition to adulthood in a safe and planned manner.

At the age of 17 years 6 months all Looked After Children are offered the support of a Personal Advisor from the Leaving Care Service. The Personal Advisor builds a relationship with the young person and supports the Social Worker to prepare the young person for adult life and consider what is on offer to them once they exit care. If a young person leaves care and meets the threshold for support from mental health service of adult care services, it is the duty of the Personal Advisor to maintain links with all the services and ensure they are well coordinated and, if necessary, act as an advocate for the young person.

At the age of 18 young people leave care and are offered a leaving care service until the age of 21. It is the responsibility of Lincolnshire County Council and all the partners in District Councils, the Health Community and Criminal Justice agencies to support care leavers, and to discharge their duty as Corporate Parents for all care leavers. It is essential partners work together to ensure young people's needs are met, and together we offer all the care and support we can as people transition into adulthood.

At the age of 21, unless they remain in full time education or training and continue to receive a full Leaving Care Service, most young people exit the leaving care service and move into the world as young adults, independent and settled in their communities. However, as always life can be challenging and care leavers may require additional support beyond the age of 21. As from 1st April 2018 all care leavers, up to the age of 25, can now return to the leaving care service at any time for information, advice and guidance to help them with any challenges they may face in adult life. Any young person who is eligible for a leaving care service can return at any time up to the age of 25 for support, advice and advocacy from the leaving care service.

## **Education Phase Transitions**

In general, there is a lot of work being done to support young people to transition into Post 16 settings. The majority of these young people will not be eligible for Adult Social Care (and normally would not be referred to Adult Social Care) however the overall focus on the Preparing for Adulthood outcomes is improving and there is evidence of good person centred planning.

The 3 year Promoting Independence Project, formerly funded through the Better Care Fund, worked well and this has been a sustainable model whereby both the Special Schools and Further Education Colleges that were involved have continued the roles of Transition Co-ordinators.

Lincolnshire's Further Education (FE) Colleges support young people to ensure that they achieve the outcomes that support their successful transition to adulthood. In line with Special Educational Needs and Disability Code of Practice (2015) learners with an EHC Plan can remain in education until the age of 25. However, they should be accessing coherent study programmes which provide stretch and progression and are enabling them to progress to a higher level of study than prior attainment. Study programmes must include rigorous, substantial qualifications, English and maths, meaningful work experience and non-qualification activity. Learners should not repeat learning that has already been successfully completed. For students who are not taking qualifications, their study programme should focus on high quality work experience, and on non-qualification activity which prepares them well for employment, independent living, being healthy adults and participating in society.

Lincolnshire County Council's Young People's Learning Provision (YPLP) and the FE Colleges offer pathways to employment through Supported Internships. A Supported Internship is one type of study programme aimed at young people aged 16 to 24 who have an EHC Plan, who want to move into employment and need extra support to do so. They provide structured study programmes, based primarily with an employer, and are intended to enable young people to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace. Students complete a personalised study programme which includes the chance to study for relevant substantial qualifications and English and maths to an appropriate level. In the last three years, 67% of learners undertaking Supported Internships through YPLP have gone into paid employment; 17% have gone on to voluntary work to build on their skills; 11% have returned to further their education and only 6% have become unemployed at the end of their study (3% left the area) and only 6% being unemployed at the end of their study period (3% left the area)

To build on the success of Supported Internships, additional funding secured through a successful internal council bid will be added to a grant provided by the Department for Education to develop Supported Internships in Lincolnshire Special Schools. This will strengthen the Special Schools' focus on preparing Post 16 learners for adulthood and independence.

## **Future Numbers**

When considering capacity it was reported that Lincolnshire is seeing a rise in the number of young people with EHC Plans:

- 0 - 5 years 172 - an increase of 25% from 2017 (4% of all EHC Plans)
- 5 - 10 years 1448 - an increase of 20% from 2017 (31% of all EHC plans)
- 11 - 15 years 1581 - an increase of 4% from 2017 (35% of all EHC Plans)
- 16 - 19 years 1215 - an increase of 24% from 2017 (27% of all EHC Plans)
- 20 - 25 years 144 - an increase of 103% from 2017 (3% of all EHC Plans)

This rise is likely to have an impact on the number of young people transitioning to Adult Social Care in the coming years. Being able to identify which of these young people are most likely to require Adult Social Care is a key challenge.

The higher number of pupils with EHC Plans in the 11-15 year old group can be a result of a number of different factors. In some instances the pupils' needs have been managed well in primary school, where the pupil largely remains with one teacher and a Teaching Assistant throughout the day; the move to secondary school, into a very different environment where pupils are generally more independent, can mean that pupils with SEND now require a higher level of support, hence the EHC Plan. Additionally, changing levels of needs often coincide with the onset of puberty which appears to exacerbate some conditions. In secondary school the gap between pupils with additional needs and their peers can become more pronounced than it might previously have been in primary school and therefore can also highlight the need for a greater level of support through an EHC Plan.

## **Satisfaction / Complaints and Escalations**

The Panel was advised that as a general indication there were 28,000 adults who received funded long term support services during the year ending 31 March 2018. It was highlighted that in 2017/18 there had been 220 complaints across Adult Care, which represented 0.79% of people receiving support. On average 49% of complaints were either upheld or partially upheld. It was further highlighted that only 4 of the complaints received related specifically to Young People in Education and open to the Adult Care Intake Team.

At the end of the EHC planning process parent carers are invited to provide feedback. This is generally positive but the level of return is not high. This is similar when the Council undertake other feedback such as in the Children with Disabilities Team; feedback is generally low. It seems that parents do not routinely feel the need to provide feedback when they are content with services; this is not uncommon.

The Panel highlighted the need to continue to work to reduce frustration and resolve issues before complaints were received. The Panel highlighted that measuring complaints was not necessarily the most appropriate indicator. The Panel highlighted that measuring satisfaction would be a better measure to monitor the quality of service.

It is worth noting that if a parent has concerns about a school then they must follow the school's complaints process. If there is an issue regarding how the provision in an EHC Plan is being delivered then the SEND Caseworker will work with the school to ensure that provision is being made in accordance with the EHC Plan. If the issue is regarding the conduct of staff in the school or specific school policy, and not related to the EHC Plan then this is for parents to resolve directly with the school.

Throughout the formal stages of an Education, Health and Care Needs Assessment, and subsequent reviews, parent carers are provided with the details of how they can appeal if they are dissatisfied with the outcome/EHC Plan. The LA is statutorily obliged to provide this information and it therefore appears at the end of all the correspondence related to the stages of the process.

Parents can request Disagreement Resolution which is designed to resolve disagreements about the performance of duties, SEN provision, disagreements over health and social care provision and disagreements between health commissioners and local authorities and are voluntary for both parties. Parents and carers are also able to request Mediation; this is a formally commissioned arrangement with two independent providers, Together Trust and Kids. This can be used to resolve issues specifically linked to decisions about EHC need assessments and plans. Parents are expected to consider this step before lodging an Appeal to the SEND Tribunal. They are not obliged to take part in mediation but have to consider it and seek a certificate to that effect. They are advised, in writing, on this process at each stage of the EHC Needs Assessment.

All of the information relating to Disagreement Resolution, Mediation and Appeal to the SEND Tribunal can also be found on the Local Offer.

## 4. Engagement during the review

---

The Scrutiny Panel engaged with professionals from Children's Services, Adult Care and undertook visits to New College Stamford, Bourne Willoughby School and Lincolnshire Wolds Federation St Bernard's School in Louth. Panel members also engaged with two service users who had recent and relevant experienced the transitions process.

**The Scrutiny Panel wishes to record its appreciation for all those who met with members of the Panel as part of the review.**

### Louth St Bernard's visits on 25 September and 1 October 2018

Councillors S R Parkin and C Matthews visited Louth St Bernard's and reported that from their visit it had been evident that the management team had clear processes in place relating to transitions. Particular reference was made to the fact that the school had changed its arrangements for supporting pupils with an Education Health and Care Plan to prepare for transition. The School approached parents of children as young as 11, advising them of their options and responsibilities as their young person approached adulthood. It was highlighted that the early dialogue with parents had proven to be very helpful; and had provided parents with a better understanding

of requirements and processes. Visiting Panel members felt that the school should be commended for its approach in helping the transition process.

The Panel was advised that the school had good communication with the county council, however, one area it was felt could be improved was officers providing a softer approach when advising parents of the provisions available for their child, when parents had a clear vision of what provision their child should have.

One area of concern raised by the school was the lack of input from health relating to Therapy Health and Occupational Health. The School advised that they had preferred it when health services had been more locality based.

#### Bourne Willoughby School visits on 1 and 3 October 2018

The Panel was advised that the Bourne Willoughby School was an excellent school who dealt with some very complex needs. The school provided help to children and young people from the age of two to nineteen. The Head Teacher advised that there had not been any issues relating to transitions.

It was highlighted that there was a difference in how they supported transition to St Bernard's, as the school did not engage with parents as early in the process. It was highlighted that transition information was usually discussed with parents when the young person was 15 years old.

The Panel was also advised that the school had a good working relationship with the County Council.

#### Stamford New College visit on 18 October 2018

Consideration was given to a report from Councillors A G Hagues, R H Trollope-Bellew and R L Foulkes, following their recent visit to Stamford New College on 18 October 2018.

It was reported that the college had excellent facilities and had a well-developed programme to match the needs of incoming students. During a tour of the college, Panel member representatives were able to meet students and view the facilities on offer to help students with SEND develop their life skills.

Following the visit members of the Panel discussed supported internships plan and it was proposed that LCC engages in the Supported Internship Program. The Panel was advised that that the authority continued to work closely with the college with regard to Supported Internships. It was highlighted that New College Stamford's vision regarding Supported Internships was currently awaiting approval by their Senior Leadership Team.

It was also highlighted that since the introduction of SEND reforms in September 2014, substantial work had taken place to support Further Education (FE) providers in Lincolnshire to embed a focus on supported routes to employment for young people with learning difficulties; and that this had been supported through the three

year promoting Independence project, which had been funded through Better Care Funding. The Committee was advised that the project had been successful and that in 2018 all five FE providers had continued to deliver Supported Internships despite the additional funding coming to an end.

**The Panel highlighted the importance of the Supported Internship Program**

## **5. Contributors to the review**

---

The Scrutiny Panel would like to extend their sincere thanks to the following people who have provided assistance during this review:

- Debbie Barnes OBE (Executive Director, Children's Services)
- Heather Sandy (Interim Director of Education)
- Justin Hackney (Assistant Director, Specialist Adult Services)
- Sheridan Dodsworth (Children's Services Manager - responsibility for SEND)
- Kate Capel (Children's SEND Locality Manager)
- Karen Dowman (Team Manager, Children with Disabilities)
- Joanna Tubb (County Manager Learning Disabilities)
- Andrew Morris (Corporate Parenting Manager)
  
- Stuart Munford-Gibbs (Intake Team)
- Georgina Kennedy (Intake Team)
- Kirsty Oliver-Dallas (Intake Team)
  
- Richard Hay (Children with Disabilities Team)
- Louise Henton (Children with Disabilities Team)
- Lizzi Wheelwright (Children with Disabilities Team)
  
- Katrina Cope (Senior Democratic Services Officer)
- Daniel Steel (Scrutiny Officer)
  
- New College Stamford
- Bourne Willoughby School
- Lincolnshire Wolds Federation St Bernard's School Louth

**The Panel would also like to express sincere thanks to the service users who provided feedback as part of this review.**

### **More Information**

If you would like any more information about the work of Overview and Scrutiny at Lincolnshire County Council then please get in touch with the Scrutiny Team by calling 01522 552102 or by e-mailing the Team at [scrutiny@lincolnshire.gov.uk](mailto:scrutiny@lincolnshire.gov.uk)