

Cabinet Response to Scrutiny Recommendations

To:	Cabinet Member for People and Education
From:	People Scrutiny Committee
Date of Scrutiny Meeting:	19 th September 2023
Report Topic:	Inclusion and ALN Strategy / Policies / Guidance (Review and Amendments)

Scrutiny Committee consideration:

The People Scrutiny Committee were asked to consider and support the review and amendments to the strategy, policies and guidance documents prior to re-issuing to school Governing Bodies for adoption.


Scrutiny Committee Recommendation:

The People Scrutiny Committee considered the Inclusion and ALN Strategy / Policies / Guidance (Review and Amendments) and recommended that Cabinet reject and not approve, the reviewed and amended documents and continue with them in Draft with the option of setting up further sessions for engagement with stakeholders.

The Scrutiny Committee's reason for the recommendation was that they were concerned that only Local Authority officers had been involved and engaged in the consultation process, as Headteachers were unable to be consulted owing to Action Short of Strike (ASOS).

Cabinet Response to Scrutiny Committee recommendations

Please indicate by ticking the relevant box, whether the recommendation will be accepted, rejected or accepted in part, and provide detail where required.

Recommendation Accepted	Recommendation Rejected (include reason for rejection and decision – Cabinet Member to be invited to scrutiny committee)	Recommendation Accepted in Part (include detail and what the full decision is – Cabinet Member to be invited to scrutiny committee)
	 Cabinet Resolved that taking into account the views of the Scrutiny Committee and of the Corporate Director of Education and Cabinet Members, that the reviewed and amended documents be agreed. This would ensure that the documents are redistributed to key stakeholders with the inclusion of the most up to date changes to national guidance and legislation; this would allow LA processes and statutory functions to align	