Torbay Together – Education Strategy - Appendix



Appendix 1

Legislative Framework

Torbay has a statutory duty to promote high standards and the fulfilment of children and young people's potential. Under section 13A of the Education Act 1996 Local Authorities must:

- Promote high standards in schools and other providers
- Ensure fair access to opportunity for education and training
- Promote the fulfilment of learning potential

Additionally, the Children Act 2004 established a statutory chief officer post (Director of Children's Services) and Lead Member for Children in every upper tier, with responsibilities for education as well as social care services. In respect of education the DCS must ensure:

- Fair access to schools for every child
- Provision of suitable home to school transport
- Promote a diverse supply of strong schools •
- Promote high quality early years provision
- Access to sufficient educational and recreational leisure time activities • Children and young people participate in decision making
- Participation of children and young people in education and training

The government has also recently launched White Papers on schools and SEND which are currently under consultation: **Every child achieving and thriving - GOV.UK**

Appendix 2

What do we mean by our Diverse Education System?

When we talk about our education system we are referring to all schools and education providers. This includes all childcare, early years providers, primary and secondary schools, special schools and further education colleges (often described as post16 education), as well as those that offer Alternate Provision throughout the age ranges.

Appendix 3

What do we mean by multi-agency working?

When we talk about our multi-agency working we refer to working collaboratively with partner colleagues in health services, the Police, Youth Justice, Housing, Social Care and the Voluntary and Community Sector.

Appendix 4

What do we mean by working collaboratively?

Working collaboratively means recognising our shared responsibility to help every child succeed and thrive.

Everyone has a part to play.

As education providers, we will:

- *Hold high aspirations for all children and young people.*

- *Promote and embed an inclusive culture.*
- *Provide good or outstanding education.*
- *Work with families to support their children, understand any challenges they face, and create an environment where concerns can be raised openly.*

As parents and carers, families will:

- *Hold high aspirations for their child or children.*
- *Do all they can to encourage and ensure regular, punctual attendance.*
- *Encourage their child to learn and reach their potential by taking an active role in education and wider opportunities.*
- *Ask for help if they believe their child is struggling.*

As a local authority, we will:

- *Hold high aspirations for all children.*
- *Enable children to access high-quality education and learning opportunities.*
- *Work in partnership with schools and other settings to develop a highly skilled workforce that keeps children and young people safe and helps them achieve their potential.*
- *Work with schools, settings, and partner agencies to identify needs and priorities each year using data, research, and local intelligence.*

Appendix 5

What do we mean by Inclusive Education?

By being part of the Torbay Education Provision, we commit to principles of inclusion that reflect the government's ambition for every child to achieve and thrive.

Broad Access, Participation and Opportunity

- All children and young people should be able to access a broad, rich and ambitious education, participate fully in school life, and benefit from the opportunities that help them thrive.

Inclusion, Belonging and Dignity

- Inclusion means children are not sidelined. Every learner should feel that they belong, are valued, and are supported in ways that respect their identity, strengths and needs.

Child-Centred, Needs-Led and Early Support

- Support should be built around the child or young person, with needs identified early and responded to quickly through adaptive teaching, flexible provision and timely specialist help where needed.

High Expectations and Achievement for All

- Every child should be stretched and supported to achieve well, with ambitious expectations, strong teaching and the right support to remove barriers to progress.

Engagement, Trust and Partnership

- Children and young people thrive when schools, families, services and communities work together in relationships built on trust, shared responsibility and meaningful engagement.

Whole-System Reform and Shared Responsibility

- Inclusion is a whole-system responsibility and requires joined-up leadership, workforce development, curriculum design and provision so that every part of the system helps children achieve and thrive.

Implementing Inclusive Education - GOV.UK

Appendix 6

How did we choose our priorities?

Our priorities have been shaped through collaborative work across the local area during 2025–26, drawing on feedback from headteacher forums, Local Education Board meetings, leaders' groups, surveys, workshops and our Education Conference.

Each school and setting will continue to address its own local priorities. However, education leaders across Torbay have agreed that the priorities set out here reflect shared challenges and are likely to have the greatest impact when tackled collaboratively across the sector.

How will we monitor progress and evaluate impact?

Local area leaders will work together to develop action plans for each priority area. These plans will be reviewed through the Local Education and Inclusion Board, with progress monitored using data, stakeholder feedback and expert input to assess impact and inform improvement.

Appendix 7

Local Authority and local area board representatives

School Leaders are Strategic Partners in our improvement work and attend Local Authority and Local Area boards. Please find the representatives for key Torbay boards below:

Transformation Board

- Stuart Heron, Headteacher, Mayfield School

Children's Continuous Improvement Board

- Steve Margetts, Head at Torquay Academy

SEND Local Area Partnership Board

- Stuart Heron, Headteacher, Mayfield School
- Tracey Cleverly, Trust Lead - Learning Academy Partnership
- Ruth Zimmermann, Inclusion Director, Special Partnership Trust
- Steven Hulme, Inclusion Director, Thinking Schools Academy Trust