

Witness Name: Paul Turner

Exhibits: 13

Dated: 12.09.2025

THE SOUTHPORT INQUIRY

FIRST WITNESS STATEMENT OF PAUL TURNER DIRECTOR OF EDUCATION, CULTURE AND SKILLS LANCASHIRE COUNTY COUNCIL

I, Paul Turner, c/o Lancashire County Council will say as follows:

Introductory matters

1. This witness statement is made to assist the Southport Inquiry (the "Inquiry") with the matters set out in the Rule 9 Request 5 August 2025. I am providing this statement in my capacity as the Director of Education, Culture and Skills employed by Lancashire County Council ("LCC") to explain LCC's dealings with AR via the Education Department.
2. I have worked in education since 2001. I have been a teacher (with various management roles) and a senior leader. Since 2015 I have worked in local government, firstly as school safeguarding advisor for Blackpool Council and then as Head of Service for school standards, safeguarding and inclusion, then Assistant Director (all in Blackpool). Since 1 February 2024 I have worked for LCC in my current position as the Director of Education, Culture and Skills.
3. I have the following qualifications: BA (Hons) Ancient History and Archaeology, Post Graduate Certificate in Education, Post Graduate Certificate in Educational Leadership and Innovation, National Professional Qualification for Senior Leadership, MSc in safeguarding in an international context. I am in my fifth year of an education doctorate.

4. As part of my role, I have overall responsibility for Education Improvement, Special Educational Needs, Inclusion (preventing exclusion and providing provision for excluded children), Children Missing Education, Elective Home Education, Early Years, School Place Planning, attendance processes, Early Help and targeted youth work (Child and Family wellbeing), museums, libraries, music service, archives, outdoor education, educational visits and the Virtual School. There is a Head of Service for each main area of the directorate and senior managers who run the services on a day to day basis. My role is strategic, and I have oversight of the direction and policy, but day to day practice is in the hands of the Heads of Service. There are Heads of Service for Education Improvement, Child and Family Wellbeing (CFW), SEND and Inclusion, and Cultural Services, covering all the outlined areas.
5. For the avoidance of doubt, I did not have any direct involvement with AR or his Family and was not employed by LCC for the majority of the period under consideration by the Inquiry.

Statutory Framework and Governance

6. The period of involvement of LCC Education and Inclusion spans from 2019-2024. There were a number of iterations of government guidance during this period, however the principles applied have remained broadly the same. For ease of reading, I refer to the current statutory guidance within this statement. I exhibit the following relevant statutory guidance which is currently in force:
 - A guide for parents on school behaviour and exclusion. (May 2023) [Exhibit PT1, [LCC001946](#)]
 - Registration of independent schools. Departmental guidance for proprietors and prospective proprietors of independent schools in England. (August 2019) [Exhibit PT2, [LCC001947](#)]
 - Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. (January 2015) [Exhibit PT3, [LCC001940](#)]
 - Children missing education. Statutory guidance for local authorities. (September 2025) [Exhibit PT4, [LCC001950](#)]
 - Alternative provision. Statutory guidance for local authorities, as well as headteachers and governing bodies of settings providing alternative provision. (February 2025) [Exhibit PT5, [LCC001951](#)]

- Behaviour and discipline in schools: guide for governing bodies. (September 2015) [Exhibit PT7, LCC001949]
- Behaviour in schools. How school staff can develop a behaviour policy. (February 2024) [Exhibit PT8, LCC001941]
- Directors of children's services: roles and responsibilities (April 2013) [Exhibit PT9, LCC001942]
- Keeping children safe in education. Statutory guidance for schools and colleges on safeguarding children and safer recruitment. (September 2025) [Exhibit PT10, LCC001943]
- Working together to safeguard children. Statutory guidance on multi-agency working to help, support and protect children. (June 2025) [Exhibit PT11, LCC001944]
- Support and intervention in schools. Statutory guidance on local authorities' and regional directors' responsibilities relating to schools and PRUs which require support or intervention. (September 2025) [Exhibit PT12, LCC001945]

LCC Corporate Structure, Roles and Responsibilities

7. Education and Inclusion fall under the overall remit of the Director of Children's Services, Jacqueline Old. During the period under consideration by the Inquiry, the wider Education department was made up of several sub-teams including: Pupil Access, Admissions, Attendance, SEND and Children Missing from Education. The Inclusion team (across Education and SEND) includes specialist teachers for children with visual and hearing impairment, outreach teams for children with many different SEND needs, EHCP case workers of different levels, the educational psychology team, administrators, Children Missing Education and Elective Home Education teams. The staff in Education and the staff in Inclusion are line managed by two Heads of Services, both line managed by myself as the Director of Education, Culture and Skills, with functions interacting across both areas of the Directorate.
8. The roles and responsibilities of the Education department include:
 - Monitoring and advising in respect of permanent exclusions
 - Providing advice to parents following permanent exclusions
 - Brokering online education or face to face tutoring for children who are unable to attend school

- Supporting schools with attendance matters
- Monitoring children who are missing from education
- Issuing attendance proceedings and fixed penalty notices
- Providing training to schools
- Monitoring the quality of education provision in schools
- Working with children who are electively home educated

9. The roles and responsibilities of the Inclusion department include:

- Processing EHCP assessments, plans and reviews
- Arranging educational psychology assessments
- Providing specialist teacher support for SEND and preventing exclusion
- Procuring and commissioning alternative education provisions
- Commissioning and arranging specialist placements for children and young people with an EHCP

Internal Policies, Procedures and Training

10. Teams followed statutory guidance produced by the Department for Education to guide their practices. The key guidance related to exclusion from schools [Exhibit PT1, LCC001946] the SEND Code of Practice [Exhibit PT3], children missing education [Exhibit PT4, LCC001950] the use of alternative provision [Exhibit PT5, LCC001951], attendance at schools and local authority duties, elective home education, safeguarding in schools through Keeping Children Safe in Education [Exhibit PT10, LCC001943] and Working Together to Safeguard Children [Exhibit PT12, LCC001945]. Prevent duty guidance for schools is described in Keeping Children Safe in Education. Local Authority Prevent duties are outlined in Working Together (specifically referencing Channel) and serious violence duties. As set out above, the guidance referred to within this statement is that which is currently in force, but to the best of my knowledge it has not changed significantly since 2019.

11. LCC supports school staff by providing specific training in relation to working with children with mental health needs and other vulnerabilities. Training on improving attendance and reducing suspensions and exclusions can be provided to social workers and other CSC staff but is not mandatory. This was the position at the relevant time and remains the position now.

12. At the relevant times, training relating to ASD was available to the wider Education Team through linked organisations such as the Academy Trusts but was not mandatory. We now have a SEND Academy, where such training is delivered. The Educational Psychology team are largely educated to doctoral level and senior SEND leaders have experience in ASD. There is no specific training for staff on violence/weapons, extremism/radicalisation or risk assessments. This was the position at the relevant time and remains the position now.
13. Staff are expected to be supervised through one-to-one processes with their direct line manager. Records are kept through electronic systems and additional records are kept using Microsoft Excel spreadsheets and paper records.

Overview of the Education and Inclusion Departments' involvement with AR

14. I refer to the attached chronology (Annex A) setting out further details of the Education and Inclusion departments' involvement with AR and his family. By way of overview, the key periods of involvement were as follows.

Permanent exclusion from the Range High School and initial period at Acorns (October – December 2019)

15. AR first came to the attention of the Education department on 9 October 2019 when the Range High School advised that AR had been permanently excluded. Thereafter, the Pupil Access Team were involved in reviewing alternative education provision for AR. Arrangements were made for AR to attend Acorns School, a Pupil Referral Unit, as a short stay provision.
16. A Pupil Referral Unit is a school that provides education for children who have been excluded from a school, who are struggling to find a suitable place in a school due to issues related to behaviour, and for pupils who are struggling to cope with a mainstream school environment. Some Pupil Referral Units also provide a medical offer, sometimes referred to as a hospital school offer. Pupils may also be referred through the In Year Fair Access protocol if they are hard to place, with school places not easily accessible to them, or where schools have no places available. A fair Access protocol can direct schools to admit pupils over their agreed number for that year group. Some pupils with an EHCP may have their needs met at a Pupil Referral

Unit, when it is the most suitable available provision. Pupil Referral Unit places are usually determined through proximity to the pupil's home address, their specific needs, or place availability.

17. Where there is a concern about a pupil being excluded due to violent conduct, this information will be passed to the Headteacher of the Pupil Referral Unit so that they can conduct a very general assessment of risk and need for admission to school. Most pupils who are referred to a PRU are referred due to a one-off act of serious poor behaviour, consistent disruptive behaviour, or drug use, carrying a weapon, racism, or assault of pupils or staff. Other reasons are also relevant, but these are the most common in my experience. As PRUs are predominantly short-stay schools, the intention is for pupils to reintegrate into a mainstream school, although my experience is that this is uncommon for the majority of pupils and stays are often long. This is often due to the perceived risk by the school identified for reintegration of poor behaviour in a school identified for reintegration, or in some cases issues related to the level of risk that a pupil may pose to other pupils and staff. Admission may have to be directed through a Fair Access pathway if the school identified for reintegration has said that they do not have a place available at that time.
18. Prior to October 2019, the department had not had any involvement with AR. I understand he had previously attended schools in Sefton which fall outside of LCC's footprint. The duty for Lancashire County Council is to provide for a Lancashire child. This applies even if they go to school in another local authority area. Residence is the criteria for placement. PRUs operate until the end of Year 11 (age 15 or 16). The school where the child is educated should make the referral to the local authority area where the child lives. This also applies to an EHCP. It is the area where the child is resident that is responsible for the EHCP.
19. The local authority duty for permanently excluded children is to put provision in place on the first day (for looked after children) or the sixth day (for children who are not looked after). The current Department for Education guidance reads: [Exhibit PT1, **LCC001946** states:

90. For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place. This will be the pupil's 'home authority' in cases where the school is in a different local authority area. The

school should collaborate with the local authority when the pupil might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education.

91. In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

20. AR was placed on the roll at Acorns on 17 October 2019, six school days after his exclusion. This met the national requirement to get AR back into education. Pupil referral placements are generally made based upon the area where the child lives, the proximity of the PRU to that address, available places, and the age range of that PRU. LCC provides the information to the PRU that is detailed on the permanent exclusion notification form that is sent to the local authority. More information may become apparent on transition, when schools transfer their safeguarding, pupil attendance, and attainment information. Schools regularly use a common transfer form, or similar, for this purpose.

21. The initial timetable at Acorns PRU was for two hours a day but expected to build up to full-time by December 2019. Two hours a day is below the expectation for a full-time education, which is usually set at 18 hours or more. However, my experience is that where a provider offers intensive small group or 1:1 provision, this may be deemed suitable if the intensity of such provision means that the appropriate amount of teaching and learning will occur in a shortened time allocation. The current Department for Education guidance [Exhibit PT2, LCC001947] states:

There is no legal definition of what constitutes 'full-time' education. However, we would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education. Relevant factors in determining whether education is full-time include: a) the number of hours per week that is provided - including breaks and independent study time; b) the number of weeks in the academic term/year the education is provided; c) the time of day it is provided; d) whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere.

Generally, we consider any institution that is operating during the day, for more than 18 hours per week, to be providing full-time education. This is because the education being provided is taking up the substantial part of the week in which it can be reasonably expected a child can be educated and therefore indicates that the education provided is the main source of education for that child.

Incident at the Range High School (December 2019) to leaving Acorns (March 2022)

22. In December 2019, AR returned to the Range High School (despite being permanently excluded) and attacked a pupil. A MASH Assessment was completed which determined that AR was at risk of suffering significant harm due to unmet needs and that a multi-agency response would be required, including the involvement of Education. It was determined that AR could not attend Acorns School in person due to the offence, and that work would be sent home for him. I believe that this decision was appropriate due to the circumstances of the attack. In my experience, such a response is not unusual whilst professionals determine exactly what has happened after a very serious incident has taken place. The safeguarding duty is to all children and staff in a school, and it is important to ensure that no staff or pupils are put at risk whilst it is determined what needs to be arranged to ensure that safety. As I have explained above, schools can only conduct a very general assessment of risk and need. Cases such as this would require much more specialist input. Without advice from the Police, it would be very difficult for Acorns to have made a determination of the level of risk in isolation.

23. The Education and Inclusion teams' involvement during AR's placement at Acorns (between October 2019 and March 2022) included:

- Attending multi-agency meetings
- Considering alternative educational provisions
- Referring AR to SEND
- Managing the EHCP process
- Seeking advice from an Educational Psychologist
- Liaising with Acorns School, AR's family and colleagues from other LCC departments including the Youth Offending Team ("YOT") and Children's Social Services ("CSC")

- Arranging a place for AR at Presfield High School

24. I make the following observations about the involvement of Education and Inclusion during this period:

25. During this period, LCC did not have any “live” school attendance data. Therefore, LCC would have no way of knowing whether a child was not in attendance unless this was reported by the school or the child’s parents. AR was first reported to an LCC officer as a Child Missing in Education (“CME”) in January 2020. This was after the incident at the Range, as it had been identified by Acorns School that AR could not attend in person. A CME contact was made by LCC on 3 February 2020. This was nearly a month after an LCC officer had been notified that AR was not in school and was only receiving a small amount of work sent home. It is expected that where an officer becomes aware of a pupil receiving a limited education, that they should work internally to raise this issue with the relevant teams. The local authority should assess whether the amount and type of education is appropriate and whether there are any associated risks to the absence from school. This is because there may be associated safeguarding risks when a child is not in school. This is common across schools and local authorities as an approach. The Department for Education guidance [Exhibit PT4 LCC001950] states:

Under section 436A of the Education Act 1996, local authorities must make arrangements to try to identify children of compulsory school age not registered at a school or receiving suitable education otherwise. Under section 437 of that Act, local authorities must make informal enquiries with parents whose children are not registered at school (for example, electively home educating parents) to establish what education is being provided if they do not already know. Parents are strongly encouraged to co-operate with local authorities during these informal enquiries. If parents do not co-operate, usually (see [admissions](#) for circumstances where this may not apply) local authorities must begin the SAO process which begins with a formal written notice to parents under section 437(1) of the Education Act 1996...Prompt action and early intervention are crucial to discharging local authority duties under Section 436A (to seek to identify children of compulsory school age not registered at a school or receiving suitable education otherwise) to effectively ensure that children are safe and receiving suitable education.

26. Local authorities are required to arrange full-time education for children of compulsory school age who would not receive suitable education without such provision. Children should have provision, where possible, which is equivalent to that which they would receive in a mainstream school. If full-time education would not be in the child's best interests (for reasons of physical or mental health), the local authority must arrange part-time education.
27. I understand that AR's bail conditions prohibited his attendance at school premises before the matter was determined by the Court.
28. There are references within the records to Acorns school raising concerns about the risk posed by AR. The risk that AR presented had not been fully established and therefore school was deemed unsuitable at this time by Acorns staff due to their concerns about his behaviour. Education staff are not experts in assessing this type of risk and would reasonably require the input of specialist professionals in doing so. I believe that did not happen here. The role would most probably sit with Multi-Agency Public Protection Arrangements ("MAPPA") which is Police, Prison, or Probation led. The Local Authority is not the Responsible Authority/primary agency for MAPPA. This is the police, prison and Probation Service in each area, working together.
29. The Responsible Authority has a duty to ensure that the risks posed by specified sexual and violent offenders are assessed and managed appropriately. (MAPPA guidance 2024)

23.15 A child who is convicted of a serious sexual or violent offence (as set out in Schedule 3 of the Sexual Offences Act 2003 and Schedule 15 of the Criminal Justice Act 2003) and receives a relevant disposal (as set out in Chapter 6 – Identification and Notification of MAPPA offenders) will be subject to MAPPA.

23.17 Whenever a child is discussed at a MAPPA meeting, the meeting must ensure that it considers its responsibilities to safeguard and promote the welfare of that child and how their life may be impacted by the behaviour of an offender, as well as the risk of harm the child presents to others. Children convicted of an offence or who are alleged to have engaged in offending behaviour are entitled to the same safeguards and protection as any other child and due regard should be given to their welfare at all times. If licence conditions are discussed as part of the MAPPA RMP, it is

essential that any additional conditions proposed are proportionate to the level of risk identified and take into account the maturity, special educational needs, safety and well-being of the child. The YOT can submit a request to the Governor (if the child is in a YOI)

30. It is unclear why MAPPA were not involved here, especially in circumstances where the offences committed by AR at the Range School in December 2019 coincided with the first Prevent referral made by the Acorns. There was an identified concern in respect of radicalisation and extremism giving rise to a MAPPA discretion for involvement. However, this would require an expert in MAPPA to determine whether this is the case, and I am not able to give such a judgement. The net result was that the Acorns were left to assess risk and found themselves seeking guidance from other authorities, including CYJS. Whether consideration was given to MAPPA involvement is a matter for others to comment upon.
31. An EHCP request was made by AR's parents on 7 March 2020. In accordance with the SEND Code of Practice [Exhibit PT3, LCC001940], the following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25: the child's parent, a young person over the age of 16 but under the age of 25, or a person acting on behalf of a school or post-16 institution. In addition, anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend. Bringing a child or young person to the attention of the local authority will be undertaken on an individual basis where there are specific concerns. This should be done with the knowledge and, where possible, agreement of the child's parent or the young person.
32. An EHCP may have been appropriate given the indicators that AR had ASD, although this is determined through the assessment process. An EHCP would not be a vehicle for safeguarding staff and / or AR from harm. It is focused upon ensuring an integrated approach to educational provision to ensure that the child's education needs are met, alongside the relevant health and social care needs. However, it may have been that professionals were hoping that an EHCP would provide answers and a strategy for AR to address his behaviour and to make his school placement a

success. There are references to LCC officers offering an “expedited” EHCP. In practice this is a lengthy process as time is required to gather sufficient evidence and issued the EHCP. In accordance with the SEND Code of Practice [Exhibit PT3, **LCC001940**] this should be no more than 20 weeks from the point at which an assessment is requested.

33. In May 2020 an Educational Psychologist carried out a "virtual visit" to assess AR. This was standard practice during lockdown due to the need to isolate. The Educational Psychologist determined that AR's needs were mainly social communication needs.
34. In July 2020 an online virtual school offer had been made to AR, but he did not engage. Online schooling offers were common during the pandemic, as was work sent home for children to complete.
35. The EHCP draft was finalised in August 2020 recommending Acorns or a mainstream provision.
36. In September 2021 Acorns advised that they were unable to meet AR's needs. A placement at a specialist provision, Presfield, was not agreed until December 2021. AR continued to be on the roll at Acorns until he was transferred to Presfield. In terms of LCC's roll in facilitating a transfer to an appropriate school, we use advice submitted by different professionals to bring together an EHCP. This is used to determine whether a mainstream or specialist placement is required. We then consult with suitable schools. It is likely that some of the delays around this period were caused by the Covid-19 lockdowns.

Period at Presfield School

37. AR was on the roll at Presfield High School from April 2022. The Education and Inclusion teams' involvement during this placement included:
 - Continuing to manage AR's EHCP
 - Liaising with Presfield High School following the proposed revocation of AR's placement
 - Assisting Presfield and AR's parents with plans to re-engage AR in education.

38. Responsibility for transferring safeguarding information rests with the schools, although LCC would provide support if requested. LCC will facilitate an appropriate placement based on the safeguarding information within its knowledge, but we would not be sighted on full safeguarding records. I cannot comment on what was shared between the schools, which is outside of my knowledge, but my expectation would be that the safeguarding records and EHCP should be shared, which should give a comprehensive overview of the child.

39. AR was taken off the roll by Presfield in July 2022. The Department for Education guidance [Exhibit PT4, LCC001950] states:

Local authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. This duty only relates to children of compulsory school age.

40. LCC's local policy for attendance penalty notices [Exhibit PT13, LCC001938] states:

Each LA will only be responsible for considering the issuing of penalty notices for children who are on the roll of a school within their authority. Where pupils reside within the Lancashire, Blackpool or Blackburn with Darwen local authority area but are on roll at a school in another authority the LA for the school will decide on the appropriate action to be taken. If required, cross-border discussions will take place between the relevant LAs.

41. From the records I have seen, there appears to have been some breakdown in the communication between LCC and Presfield school regarding AR's placement. The local authority's absolute duty is to provide what is within the EHCP. My opinion is that communications with the school should have been more regular and clearer, and LCC should have been more proactive in response to concerns about AR's non-attendance, accepting that he was above compulsory school age for the latter part of the chronology.

42. As AR was above compulsory school age at this time, the focus should have been upon securing an appropriate education provision as outlined in Section F of the EHCP. To achieve the EHCP's outcomes, AR's education provision included a

supportive learning environment with staff who have experience of working with pupils with ASD and a personalised curriculum with minimal changes between key stages. A structured approach to developing AR's communication skills was also included, with opportunities for AR to develop language and social communication skills. In terms of AR's social and mental health, a key adult was to be made available for AR to discuss his worries and concerns, as well as structured opportunities to develop AR's ability to better regulate his emotions. AR's EHCP should have been reviewed in July 2022. It may have been appropriate to secure the education through another means, such as at home through an education "other than at school" which is permitted practice under the SEND Code of Practice, although it would need to have been determined that no school was suitable.

43. It appears that AR only attended Presfield on a very limited basis between the time of his enrolment and May 2023, after Presfield were asked by LCC to place AR back onto the roll. By this time, AR was over the compulsory school age of 16.
44. During AR's annual EHCP review in November 2023, Presfield advised that they were unable to meet AR's need. On reflection, LCC should have brokered additional support at this stage or reviewed the appropriateness of the placement.
45. In March 2024, a decision was made to cease AR's EHCP before he turned 18. Ultimately the EHCP was not ceased, as AR's father resisted this. In any event, LCC should not have sought to cease the EHCP as AR was under the age of 18 without assurance that no special education provision was required. The SEND Code of Practice [Exhibit PT3, [LCC001940](#)] states:

Where a young person of compulsory school or participation age – i.e. under the age of 18 – is excluded from their education or training setting or leaves voluntarily, the local authority must not cease their EHC plan, unless it decides that it is no longer necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. The focus of support should be to re-engage the young person in education or training as soon as possible and the local authority must review the EHC plan and amend it as appropriate to ensure that the young person continues to receive education or training.

Reflections

46. Following the tragic events of 29 July 2024 the Education and Inclusion departments participated in the Rapid Review. The department prepared a chronology [Exhibit PT6, **LCC001948**] which highlighted the following reflections and areas of learning:

- Prior to AR's expulsion from the Range in October 2019 his needs had not been identified by the school SENCO. It was noted that on transfer, Acorns had notified CAMHS and recognised that AR needed further support.
- During AR's admissions meeting at Acorns, he expressed that he had intended to use a knife at the Range. There was significant concern in relation to a lack of documented intervention and support in terms of the behaviours exhibited and statements made. It was noted that the admission to a Pupil Referral Unit was necessarily quick given AR's vulnerabilities.
- In October 2019 AR had received good support from Acorns. His timetable was gradually increased. It was noted that the school could have received further support around attendance.
- Following the incident at the Range High School in December 2019 AR remained on the roll at Acorns but work was sent home. It was noted that one to one tutoring could have been put in place with risk assessments, rather than sending work home. It was also noted however that Acorns did not feel it was safe to have AR on site from December to March. They had planned to reintegrate him in the April term, but this had been delayed by the Covid-19 lockdowns.
- In March 2020 AR's parents initiated the request for an EHCP. It was noted that the Pupil Referral Unit could have put an EHCP assessment request in place, rather than waiting for AR's parents to do so. It was also noted that a different type of place, such as a medical placement, may have been more suitable for AR.
- In August 2020 AR's EHCP was finalised. It was noted that both Acorns and AR's parents had expressed that a specialist provision would be more

suitable but that a decision had been made to proceed with a mainstream secondary school based on the evidence provided. It was queried whether this was the right decision.

- In early 2022 EHCP amendments went back and forth for several months. It was then agreed that AR's EHCP should be changed to a specialist school. It was noted that AR's parents had advocated for a specialist provision, but that there was not enough evidence at the time to propose this legally which had resulted in a back-and-forth exchange.
- In April 2022 AR was enrolled at Presfield but did not attend for two months. It was noted that the LCC Attendance and SEND teams could have worked more collaboratively to improve AR's attendance.
- In July 2022 Presfield held an annual review meeting and advised they were unable to meet AR's needs, and his offer of a sixth form placement would be revoked. It was noted that the Council should have explored therapeutic Section 19 or Section 61 offers and that communication from the Council to the school around this issue had been poor.
- In January 2023 AR's parents completed the parental input for an annual review and explained that they did not think Presfield was suitable and that the Council should identify another placement. It was noted that no alternative provisions were explored. This was because Presfield had places and were legally about to meet his needs. It was felt that Presfield had not provided good enough evidence that they were unable to meet need. It was noted that as AR was on the roll, he may not have been treated as much of a priority. The learning was that if AR was not attending, further placements should have been sought.
- In March 2023 AR was put back on the roll at Presfield with a more therapeutic offer in place and tutoring. It was noted that a bespoke package and therapeutic placement should have been offered.
- In November 2023 Presfield reiterated that they felt they could not meet needs as AR was not attending. AR's father wanted him to remain on the roll.

AR had stated he did not want to attend, and he would not respond to requests or visits. It was noted that disagreements on placements should have been resolved at this point and further provision sought.

- LCC Education agreed that there was learning regarding record keeping relating to EHCP records that need addressing. There was a lack of information about the interaction between education, health and social care and detail about Child AR and his presentation. It was also highlighted that the process of ceasing of Child AR's EHCP occurred unusually quickly and there should have been more exploration of possible placements and support for him before it was ended. It was acknowledged that a lack of understanding around the legislation on EHCPs was a factor in this case as was the impact of Covid 19. In fact, this reflection was slightly inaccurate in that AR's EHCP was not ceased and remains active. In response to this point of learning, we have reviewed the record keeping systems that we use, and they are becoming more robust. There is now a more efficient process of information collation and sharing, but this remains in development.
- It was acknowledged that EHCP review meetings were poorly attended by multi agency partners, and that this had a knock-on effect on the decision-making ability of SEND case workers as this prevented them from having an up to date, full picture of Child AR and his needs.

47. Having reviewed the records and reflected further on this case, I will offer the following further observations:

48. Much of the chronology in relation to AR took place during the Covid-19 pandemic. This was an incredibly chaotic period for education with compulsory school education being suspended. The use of "bubbles" in school meant it was extremely challenging to transfer pupils between schools during that time. The impacts of the Covid-19 pandemic were long lasting, and I would say this had a huge impact on schooling for the following two years.

49. AR had nearly two years without any meaningful education and / or alternative provision and nearly five years with very little education at all. The main education provider was Acorns (PRU) who struggled to engage him and made several Prevent referrals to Lancashire Constabulary. LCC should have been more engaged in

providing a suitable education that was full-time. However, it is difficult to find suitable education for children with complex needs in a system which can feel quite one-dimensional. Often, we are looking for solutions that cannot be easily met by those schools which are in the local area and within a reasonable travel distance. Although Lancashire is a large county, travel around the county can be difficult and lengthy, so we are looking in a small area, with limited options. There is an added difficulty of finding ways to engage children in an education provision when they may not wish to do so. Sometimes a PRU may be the best option and certainly, if children are progressing, it may be detrimental to move them. It would have been particularly difficult to place a child who had previously been excluded for carrying a knife; many schools would refuse the placement without significant assurances of safety being provided.

50. We work largely on a mainstream right for children and try hard to ensure that children can access a mainstream education. There is a mainstream presumption in EHCP legislation. Children can be educated in mainstream schools with some degree of co-ordination, even if they have previously been excluded from other schools, and we try to remain open-minded about options. Each case is reviewed individually to ensure that the recommendation is correct. Parents have a right to apply for any school place in any area and then must navigate the admissions system. If we recommend a PRU place, a parent can choose to apply for another school. Special school places are determined through the EHCP process.

51. When we know that children are not attending, we can work through different processes to try to engage them. At the time, LCC would have relied upon schools to let us know when children were not attending, especially if they were in another local authority. Until 2025 LCC did not have any "live" school attendance data being shared regularly between schools and the LA. A CME process existed, but the staffing levels were and are still low for the number of children in Lancashire. Best practice is to support children back into school and if that is not successful, use penalty notices and parental responsibility measures to try to enforce school attendance. As AR had particular needs, we should have looked to prepare a bespoke package for him. However, that may well have been in the PRU, as a small setting with specialist staff. A package of education and / or attendance enforcement processes may not have achieved a better outcome in terms of his attendance.

52. It is clear that Acorns staff were extremely concerned about AR's behaviour and fixation on violence. A need for a risk assessment for AR is referenced in his EHCP. It is understandable that Acorns were seeking reassurance. However, there appears to have been a degree of confusion about what a multi-agency risk assessment should do and who should prepare it. Education and Inclusion staff would not have the experience or skill to offer such a risk assessment.

Improvements

53. The following improvements have been made within the wider Education department:

- A new Head of Service for SEND has been appointed.
- Live school attendance data is now available to LCC which allows the departments to see who is and is not in school This can now form a record of school attendance and enables proportionate decisions to be made about next steps.
- There has been investment in staffing to reduce the workload of staff who process EHCPs, work with children who are electively home educated, and children who are missing from education. This has happened in the last twelve months.
- There is a new EHCP processing system which will improve communication by reducing the need for multiple emails and to reduce the chance of emails going missing when staff leave LCC.
- There are new processes for section 19 duties and for children who are CME / EHE / PEX. This involves fully assessing the available provision and determining what should be put in place to support the child, or equally, whether attendance processes need to be implemented.
- The SEND improvement board attended by the Department for Education and NHS England has been established after LCC and its partner agencies were judged to require intervention, with the system exhibiting signs of systemic failures. A Priority Action Plan has been written and implemented to improve the system prior to the next inspection scheduled for before the end of 2027.

54. In recent years the Education Service has strengthened its knife safety campaign. For example, the “Living Safely” programme educates children on potential dangers they may face and has been developed to include a weapon safety initiative for KS2 and KS3 students. This resource was developed by the East Lancashire Locality Group and expanded from originally focusing on knife safety to all items that may be used as a weapon. The resource is both reactive and preventative and includes learning sessions on building resilience to peer pressure, statistics on knife crime and how children can speak out if they have concerns that someone is carrying a knife.
55. The Education Service have also implemented the No More Knives initiative at various educational settings across Lancashire. No More Knives allows students to listen to first-hand stories from those who have been involved in knife crime, combining storytelling with music and education. The aim of the programme is to promote an understanding of the dangers of knife crime, the impact it can have on themselves and their communities and have discussions with their peers.
56. The department has also introduced the “Pol Ed” platform. This is an online learning resource commissioned by Lancashire Constabulary and includes a series of lessons on policing priorities such as violence against women, race related violence and assaults. The Pol Ed platform is available to all schools within Lancashire free of charge.
57. As part of the learning from the Rapid Review, LCC has developed its procedures for staff being able to communicate concerns regarding other agencies. Schools now can discuss concerns relating to individual pupils with a Designated Senior Early Help Lead Professional, who will meet with the school’s Designated Safeguarding Lead. The feedback from this development has been positive, with staff reporting an improvement in multi-agency working. Additionally, a new triage process for MASH referrals is available to schools which can be done by email or telephone. This means that referrals can be made by different staff members. Referrals are allocated and advice is provided to schools in a timely manner. Guidance has also been issued to all schools via the Headteachers Briefing to highlight the professional disagreements and escalation policy with all schools.

Statement of Truth

I believe that the facts stated in this witness statement are true. I understand that proceedings may be brought against anyone who makes, or causes to be made, a false statement in a document verified by a statement of truth without an honest belief in its truth.

Signature

Signed:

Dated: 12/09/2025

Index of Exhibits to the Witness Statement of Paul Turner

Exhibit No.	Inquiry reference no.	Document Description
PT1	LCC001946	Department for Education: A guide for parents on school behaviour and exclusion. (May 2023)
PT2	LCC001947	Department for Education: Registration of independent schools. Departmental guidance for proprietors and prospective proprietors of independent schools in England. (August 2019)
PT3	LCC001940	Department for Education: Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. (January 2015)
PT4	LCC001950	Department for Education: Children missing education. Statutory guidance for local authorities. (September 2025)
PT5	LCC001951	Department for Education: Alternative provision Statutory guidance for local authorities, as well as headteachers and governing bodies of settings providing alternative provision. (February 2025)
PT6	LCC001948	LCC Education, Rapid Review Chronology.
PT7	LCC001949	Department of Education: Behaviour and discipline in schools: guide for governing bodies. (September 2015)
PT8	LCC001941	Department for Education: Behaviour in schools. How school staff can develop a behaviour policy. (February 2024)
PT9	LCC001942	Department of Education: Directors of children's services: roles and responsibilities (April 2013)
PT10	LCC001943	Department of Education: Keeping children safe in education. Statutory guidance for schools and colleges on safeguarding children and safer recruitment. (September 2025)
PT11	LCC001944	Department of Education: Working together to safeguard children. Statutory guidance on multi-agency working to help, support and protect children. (June 2025)
PT12	LCC001945	Department of Education: Support and intervention in schools. Statutory guidance on local authorities' and regional directors'

		responsibilities relating to schools and PRUs which require support or intervention. (September 2025)
PT13	LCC001938	Lancashire County Council: Local policy for attendance penalty notices

Annex A – Chronology

Date	Event	Reference
09.10.2019	AR first came to the attention of the Education department on 9 October 2019, when Mr McGarry at the Range High School contacted Nicola Watkinson at LCC to inform her of AR's permanent exclusion from the Range High School. On the same day, AR was referred for out-of-school tuition by Karen Clitheroe in the Pupil Access Team, who requested a permanent exclusion notification form in order to process the referral to short stay school. This form was received from the Range by email on 11 October 2019.	LCC000106 p. 243 LCC001366 LCC001393
14.10.2019	Karen Clitheroe (Business Support Officer, Pupil Access South, Exclusions) emails the Alternative Provision department and Audrey Swann. She explains that Pupil Access were notified of a permanent exclusion from the range effective from 9 October and that a referral has been forwarded to Acorns Short Stay School.	LCC001376
14.10.2019	Jane Ecclestone writes to AR's parents " <i>with regard to a referral...received for your son...to attend The Acorns School</i> ". She explains there will be an admissions meeting on 17 October at 11:30 to discuss the education provision and plan with regards to the future.	LCC001496
17.10.2019	Admissions meeting takes place with Joanne Hodson, AR's parents and AR in attendance, with AR placed on Acorns' roll the same day. Joanne Hodson reported that AR appeared emotionless and that he took the knife in to use it. Joanne Hodson explained he would be wanded and searched each day at school.	LCC000382, p. 1
11.12.2019	On 11 December 2019 AR attacked a pupil at the Range High School. The following day, a MASH Assessment was completed following receipt of a police referral. It was determined that AR was at risk of	LCC000231 LCC000483

	<p>suffering significant harm due to unmet needs and that a multi-agency response would be required. On 17 December, a multi-agency strategy meeting was held. The meeting was attended by representatives from the Range High School, Lancashire and Merseyside Police, Children's Social Care ("CSC"), Sefton CAMHS, and Acorns.</p>	
06.01.2020	<p>A follow up strategy discussion took place on 6 January 2020. This was attended by representatives from Pupil Access, Criminal Justice Mental Health team, Merseyside Police, Lancashire Constabulary, Prevent, Range High School, and Children's Social Care. It was noted that Pita Oates (Pupil Attendance Support Worker) and Sharon Sanderson (Area Pupil Access Officer) were reviewing alternative educational provision for AR, including a possible 1-to-1 tutor. There was discussion to the effect that a risk assessment was required to assess the risk posed by AR to other pupils before any provision for him to return to school could be put in place. Pita Oates queried why a request for a statutory assessment/EHCP was not in place, to which Joanne Hodson responded that AR had only been attending Acorns since October. Mr Creegan, the Designated Safeguarding Lead at the Range, said that teachers had not considered AR to have SEND but referred him for an ASD assessment in August. Skott Morgan (Mental Health Practitioner, CAMHS) reported that there was no evidence that AR suffered from mental health difficulties but clearly demonstrated signs of ASD during CAMHS assessment. A further appointment with forensic CAMHS was arranged to consider the risks. Carmen Thompson from the Police Early Action team advised that there was no evidence of AR having any concerning ideologies or beliefs and that he would be closed to Prevent. The outcome of the strategy meeting was that AR would need to undertake</p>	LCC000235

	<p>assessments with CAMHS, Prevent and CSC before a decision on his education was made. It was recognised that AR being placed at Acorns was not a long-term solution, as it was leaving him increasingly isolated. An EHCP was to be pursued for AR through parental request, expedited by Pita Oates. No further strategy meeting was arranged. Following the strategy meeting on 6 January, it was agreed that AR should be referred to SENDO, and that an EHCP was necessary.</p>	
02.02.2020	<p>Children's Social Care called Children Missing Education ("CME") and informed them that AR had been permanently excluded from mainstream school and was no longer attending short stay provision. Lauren Till (CME) requested a referral in order for the case to progress to panel.</p>	LCC000438, p.13
03.02.2020	<p>Lorraine Lenoir, manager of the CME team contacted Janet Lewis at Acorns school and updated her on AR's placement at Acorns and the strategy meetings of 17 December 2019 and 6 January 2020</p>	LCC000031
21.02.2020	<p>On 21 February 2020 Jill Marris (Liaison Officer, SENDIAS) spoke to Alphonse Rudakubana to discuss an EHC assessment. Jill Marris explained to Mr Rudakubana that although there was no formal diagnosis of Autistic Spectrum Disorder (ASD) at this stage, professionals suspected that AR had ASD. A home visit was agreed to support with a parental request form, which was arranged for 6 March. Following this call, Jill Marris emailed AR's father confirming the home visit, with service information and the EHCP request form.</p>	LCC000465, p.1

<p>06.02.2020 – 16.02.2020</p>	<p>A home visit was conducted by Acorns to complete the EHCP request form. This was completed and sent by AR's parents to SEND on 9 March 2020. It was noted that AR had moved primary school three times in a very short period and exhibited symptoms of anxiety and stress as a result. On 16 March 2020, the Inclusion service wrote to AR's parents confirming that the EHC request would be considered by a multi-agency panel.</p>	<p>LCC000465 p.8 LCC000379 LCC000380</p>
<p>04.03.2020</p>	<p>.A further multi-agency meeting takes place, attended by Julie Hamill (FSW), David Creegan (SENDSCO, The Range), Steph Halloran (CAMHS), Anna Croll (YOT), John Hicklin (CAMHS), Anna Jameson (Social Worker), Laura Davidson (Early Help), Jane Eccleston (Acorns), Joanne Hodson (Acorns) and Pita Oates (Education). Anna Jameson and Julie Hamill from Children's Social Care explained that their assessment had been completed. Prevent reported that no further action would be taken following the referral and CAMHS confirmed that they had not identified any further mental health issues. In this meeting it was noted that CFC did not have capacity to conduct a risk assessment and it was not their responsibility.</p> <p>AR was unable to have a comprehensive risk management plan as the risks were yet to be identified. Although there were no safeguarding concerns at home, the level of risk AR would provide in other environments was unclear. In this meeting [Education] Pita Oates and Acorns staff made clear that AR could not attend the school premises or an alternate venue with staff until all professionals completed a multi-agency risk assessment. Pita Oates was concerned that YOT considered AR to be medium to high risk and that an application for an EHCP had not been made. Regarding AR's potentially undiagnosed ASD, Acorns</p>	<p>LCC001345, p.23-27</p>

	reported that he had demonstrated some ASD traits from enrolment.	
27.03.2020	To assist in the drafting of AR's EHCP, Joanne Hodson provided her advice to Kelly Hayes on 27 March 2020. The advice noted that AR struggled with social communication, isolation, emotional awareness and empathy. The incident at the Range in December 2019 was noted as very serious and concerning. The advice also suggested that AR had no learning or cognition needs and average CAT scores.	LCC001581
15.04.2020	Joanne Hodson wrote to Kelly Hayes (SEND Officer, Inclusion Service) with her risk assessment of AR during Covid-19, which identified AR as safe and accessing education.	LCC000047
16.04.2020	The decision was made by Kelly Hayes to proceed to an assessment due to AR's "extreme behaviours". A letter was sent to AR's parents the following day confirming that an EHC needs assessment was required and would be coordinated by Kelly Hayes.	LCC000286 LCC000049
17.04.2020	SEND requested advice from Educational Psychology and Children's Social Care further to AR's EHC assessment. Kelly Hayes contacted AR's parents after this to explain that the Inclusion Service was going to assess AR.	LCC000287
18.05.2020	A SENDIA medical advice form was complete. This included advice from designated clinical officers that AR was highly anxious and needed support for emotional understanding and processing. The form also noted that AR had been referred for an autism assessment and recommended a referral for adapted Cognitive Behavioural Therapy (CBT) and family systemic support.	LCC000288
19.05.2020	A TAF meeting was held with staff from Acorns, Alphonse Rudakubana, Andrea Fontaine, Anna Croll and Janet Ramsay all in attendance.	LCC000056

	AR's father reported that AR had not been completing the work set by Acorns and that AR would be better suited to a mainstream school. Acorns confirmed if schools open as planned after lockdown, AR would be offered a place for 1 hour a day, 5 days a week on a one-to-one basis. It was agreed that Anna Croll (YOT) would continue contact with AR in line with his youth offending team order and that Acorns would feed back regarding AR's school placement beginning June 1 st .	
20.05.2020	Educational Psychology contacted Mr Creegan, the Designated Safeguarding Lead at the Range, to discuss AR in preparation of providing psychological advice for AR's EHCP. Mr Creegan noted that AR's behaviour started to deteriorate in year 8 when he began making inappropriate comments, including a comment about killing teachers, and that in year 9 there was a noticeable change in his behaviour. Mr Creegan also reported that AR said something concerning regarding Jihad in an RE lesson.	LCC000056
21.05.2020	Educational Psychology contacted Anna Croll, the case manager in the Youth Offending Team. Ms Croll explained that AR was not engaging with his peers and would look at inappropriate material online.	LCC000057
27.05.2020	Dr Janet Ramsay provided advice for AR's EHCP. Dr Ramsay noted that AR had SEND in the areas of social communication, engagement, understanding emotions and the development of social skills. Dr Ramsay recommended development of AR's communication skills with regular interventions, a supportive and nurturing learning environment and an Individual Educational Plan outlining SMART targets.	LCC000065
04.06.2020	A decision was made to commence AR's initial EHCP due to "extreme behaviours".	LCC000292

<p>01.07.2020 - 06.08.2020</p>	<p>AR's initial EHCP is produced. This set out several outcomes based on the findings of Dr Janet Ramsay. It was noted that AR should work on recognising and understanding and managing his emotions, avoid inappropriate behaviours and forming appropriate relationships. A key adult for AR to discuss his concerns was proposed, as well as a risk assessment to minimise risk to AR and those working with him. This EHCP was approved on 16 July 2020 and sent to AR's parents on 21 July 2020. AR's parents did not provide any comments on the draft and a final EHCP was approved and sent to AR's parents on 6 August 2020.</p> <p>AR's final EHCP included the same outcomes and provision as in the initial EHCP. This included a nurturing positive environment, a structured approach to demonstrating communication skills and a key adult whom AR could engage with. In terms of AR's health provision, CAMHS would provide fortnightly to monthly support in developing AR's emotional wellbeing. £4,100 of funding was allocated to Acorns to support AR's EHCP.</p>	<p>LCC000291 LCC000070 LCC000389 LCC000077</p>
<p>04.11.2020</p>	<p>An in-person TAF meeting at school is held. The focus of the meeting was to discuss the plan to reintegrate AR into the classroom. It was noted that AR was doing well at Acorns and that support had been provided on the basis that he might have ASD. Alphonse Rudakubana raised concerns that AR only attending for 1 hour a day and was not engaging in online learning. The Acorns school provided a reintegration plan for AR which would slowly introduce others into the classroom with AR eventually joining a year 10 class. It was noted that AR was not struggling with anxiety but the transition into the classroom would likely be anxiety-inducing and he would need support with this.</p>	<p>LCC000308</p>

19.01.2021	Another TAF meeting is held. Here it was noted that AR had declined support for anxiety and a referral to CAMHS. This was despite AR previously telling his tutor Mrs Aldred that he wanted to take medication for his anxiety and asked how the brain deals with the condition. It was agreed that the Acorns would continue to support AR regarding integration and the CAMHS referral would be revisited. An early help plan was also put in place.	LCC000310
07.12.2021	Carole Power (Case Manager, Inclusion) emailed Jo Hodson explaining that a consultation process had commenced for a specialist school.	LCC001524
16.02.2021	AR receives a diagnosis of ASD from Alder Hey Children's Hospital.	LCC000097
24.02.2021	Hayley Dawson, Head of Sixth form at Presfield, wrote to Antony Richardson, a Caseworker in Inclusion, confirming that after consideration of AR's papers they were able to meet his needs. Ms Dawson explained that once the placement had been confirmed, the transition process for enrolment in September 2022 would begin.	LCC000177
27.04.2021	AR's father emailed SENDIAS in response to issues raised by the Acorns school. He dismissed the concerns as an interest in current affairs and news and said that AR was not at any risk of becoming a terrorist.	LCC001247
06.05.2021	Samanatha Steed (Senior Mental Health Practitioner, CAMHS) provided advice for the annual review of the EHCP. She advised that AR should be included in decision making as much as possible to prepare him for change and any assessment of his needs should carefully consider his rigid thinking.	LCC000397
14.05.2021	Joanne Hodson provided advice for the annual review of ARs EHC. She advised that AR required a supportive learning environment where he can access lessons which academically challenge him. AR would require a clear, firm structure with support for him to emotionally	LCC000395

	<p>regulate. Ms Hodson also advised that AR should have a key adult to support him with his emotional responses and a risk assessment to minimise risk for AR and those working with him.</p>	
20.05.2021	<p>An EHCP review meeting is held. This was attended by Carole Power (SEND0, LCC), Gayle Lavelle (SENDIASS), Samantha Steed (Senior Mental Health Practitioner, Alder Hey), AR's parents and Joanne Hodson. Joanne Hodson explained that Acorns could not meet AR's needs, but he could also not go back to mainstream education. Joanne Hodson also said that steps had been taken to reintegrate AR but this had failed. Carole Power confirmed that the Inclusion Service would fund a German tutor for AR. AR's father expressed concern at the EHCP plan mentioned that a risk assessment should be completed to identify risks for AR and those working with him. Joanne Hodson explained this had been written in on professional advice. AR's father requested that email correspondence between himself and the Range should be included in the file. Carole Power explained that the EHCP was about AR and his needs, and Gayle Lavelle said she would meet with AR separately and review to see whether any pertinent information could be included.</p>	LCC000392
28.05.2021	<p>Joanne Hodson completes the annual review report form for AR's EHCP. This expressed that AR's current EHCP was no longer appropriate in that mainstream education could not meet AR's needs. The desired outcomes of the EHCP were to remain the same, but they could not be achieved through mainstream education of Acorns. The plan was to be revised and taken back to panel for a change in recommendation to a special school.</p>	LCC000392

14.09.2021	Antony Richardson (Caseworker, SEND), writes to Joanne Hodson after receiving her EHCP review form and explained that LCC wished to amend the EHCP to reflect changes in AR's SEND and the provision made.	LCC000400
01.10.2021	Maggie Allred at Acorns emails Carole Power (Case Manager, Inclusion team), with an update on AR explaining that AR hadn't attended school since the start of term. AR's father reported that AR was taking his medication and should be able to attend school soon. Maggie Allred proposed a review meeting with AR's parents.	LCC001346, p.19
05.10.2021	AR's Early Help Assessment is completed by Children and Family Wellbeing. Concerns were expressed about AR's "extreme thoughts around what is going on in the world". There was a suggestion that he was at risk of being involved in left-wing extremist behaviour.	LCC000321
08.10.2021	AR's final EHC plan is produced.	LCC000124
18.11.2021	An EHCP review meeting is held attended by AR's father, Educational Psychology, CAMHS, Joanne Hodson and Gayle Lavelle (SENDIAS). It was noted that AR was coping well and building social skills in a small SEN group with 2 or 3 other learners and 3 members of staff for one hour a day. AR was to be entered for GCSE Maths, English and Science and was working at grades 4 and 5 the previous year. AR's father had visited Presfield and was to be sent a list of 6th form colleges.	LCC000403
26.11.2021	Acorns requests special educational provision from SEND. AR's attendance at a Pupil Referral Unit was flagged as a serious concern and it was reported that he could not cope in this environment due to noise and other pupils. At this stage, AR was on a reduced timetable, attending for one hour per day. Acorns reported that specialist provision was needed to meet AR's social and emotional needs.	LCC000322

07.12.2021	<p>A TAF meeting is held with AR, AR's father, Helen Watson (CFW), Maggie Allred (Acorns) and Louise Lewis (FSW) in attendance.</p> <p>AR said he thought he needed stronger medication to attend education. AR's father said that a special school and more therapy from CAMHS was needed. It was agreed that Acorns would continue to encourage AR to attend and liaise with SENCO regarding any changes to AR's EHCP.</p>	LCC000327
15.12.2021	<p>AR's final EHCP is approved. This recommended an increase in AR's hours to maximise learning in an environment with minimal changes, a personalised curriculum and in small groups. Regular reinforcement around spoken language and appropriate social communications were also recommended.</p>	LCC000132
24.01.2022	<p>Hayley Dawson (Head of Sixth Form, Presfield High School) confirms to SEND that they could meet AR's needs after reviewing the EHCP. On 24 February, SEND liaised with Acorns and Presfield to determine when the placement would start, with Presfield confirming they would bring the placement forward to 19 April 2022. Alphonse Rudakubana was informed by email and the information was also passed onto Sefton SEND.</p>	LCC000177, p.5
11.02.2022	<p>Hayley Dawson emails Maggie Allred and Joanne Hodson (Acorns) confirming that Presfield would agree to take AR earlier than September 2022.</p>	LCC001590, p.1
18.02.2022	<p>Carole Power completed a SEND Case Submission Sheet requesting a placement for AR at Presfield. Under the request summary, it is noted that after consultation Presfield confirmed they can offer a further education placement from September.</p>	LCC000339
23.02.2022	<p>Carole Power emails Alphonse Rudakubana explaining that there may have been a misunderstanding in the</p>	LCC000226, p. 51

	timing of the placement and Presfield are not offering a placement before September.	
24.02.2022	Hayley Dawson (Head of Sixth Form, Presfield) emails Jo Hodson offering an enriched introduction to Presfield where she would take AR into Presfield's Sixth Form provision and assist in his transition.	LCC000226, p. 52
25.02.2022	SEND receive an email from CFW explaining that there had been a misunderstanding about the new school placement and asked if there was an alternate way in which AR could access Presfield before September 2022.	LCC000226, p. 55
11.03.2022	A TAF meeting was held to discuss AR's early help plan. It was agreed that AR would continue to work with CAMHS to manage his emotions and explore his anxieties. It was also agreed that AR would attend school, given he was not currently attending due to what AR described as his "levels of anxieties". AR claimed he wanted to go to a school like Presfield.	LCC000343 LCC000226, p.57
14.03.2022	A transition visit to Presfield High School was completed.	LCC000176
31.03.2022	A further EHCP plan was prepared for AR. This included the same provision as previous EHCPs relating to AR's cognition, communication skills and mental health. This plan noted that AR had a good sense of right and wrong but needed support to work through scenarios where an injustice had occurred. The plan also recommended work with AR and AR's father to address their relationship issues and included AR's placement at Presfield from 19 April 2022.	LCC000161
19.04.2022	AR was officially registered at Presfield school on 19 April 2022 but did not attend his first day.	LCC000176
25.04.2022	Iain Calderbank, Senior SENDO/LCC Inclusion, authorised AR's final EHCP effective until 17 March 2023. The EHCP noted that AR wanted to find a school where he feels he can fit in and meet people. AR also	LCC000416

	wanted support in managing his anxiety. AR's family were placed on a waiting list for consideration regarding family therapy.	
12.07.2022	Hayley Dawson emailed Katie Singh, Assistant Case Manager, Inclusion Service, requesting support with AR. Hayley Dawson highlighted AR's poor attendance of less than 10% and explained that Presfield would withdraw their offer of a sixth form place for AR as it could not meet his needs.	LCC000178, p 14.
14.07.2022	Presfield school sent a letter to AR's parents and Iain Calderbank in LCC's Inclusion team to formally revoke AR's sixth form placement. The letter described difficulties in supporting AR with attendance. The letter describes decision made at attendance review meeting with no one from LCC attending despite several invites.	LCC000178, p. 10-13
05.09.2022	AR's father emailed Tony Fay, the Headteacher at Presfield, regarding the revocation of AR's placement. Tony Fay explained that due to Presfield not meeting AR's needs his placement was withdrawn and that this decision was made following a review meeting at Presfield on 7 July 2022. Tony Fay stated that he considered AR's primary need is his mental health and wellbeing and Presfield did not have the specialisms to support AR with this.	LCC000178, p.23-24.
08.09.2022	Catherine Martin emailed Alphonse Rudakubana and Presfield school staff, explaining that LCC did not agree with AR being removed from Presfield's roll.	LCC000442, p. 32
11.11.2022	An updated EHCP was produced by Sharon Rowland (SEND Caseworker). This advised a personalised curriculum for AR to be delivered in small groups and with support from staff with experience of working with children with ASD. The EHCP also provided for fortnightly appointments with AR's case manager to support AR's management of his emotions, CAMHS support to AR's parents to assist their understanding of AR's needs and to AR in feeling more comfortable in	LCC000348

	<p>himself. In terms of social care, the EHCP provided for support from Children and Families Wellbeing Service to assist AR and his father in rebuilding their relationship.</p>	
25.01.2023	<p>AR's parents submitted their views for the annual review of AR's EHCP on 25 January 2023. They reported no major changes to the family situation, noting that AR had struggled to access education. AR's parents felt that Presfield could not meet ARs needs as it was "too much like a mainstream school".</p>	LCC000417
01.02.2023	<p>The annual review of ARs EHCP took place on 1 February 2023 at Presfield school. This was attended by Sharon Rowland (SEND Caseworker, Inclusion Service). It was discussed that AR had not been seen at school since before the end of Summer term. Presfield were advised by SEND to follow their safeguarding and attendance policy and conduct home visit. There was a discussion about involving Children Missing from Education. Sharon Rowland advised Presfield to meet with the family and draw up a plan to re-engage AR and repair relationship with parents. It was discussed that AR's parents wanted him to attend Peter House school.</p>	LCC000442, p. 30-32
10.03.2023	<p>Tony Fay emailed Sharon Rowland and Elizabeth Walker (SEND) stating that two staff members were sent to AR's home address to pick him up but he would not be seen which had wasted petrol costs and deprived other children of teachers' time. Sharon Rowland responded explaining she had contacted the Duty Team and encouraged Mr Fay to follow the school's safeguarding policy if they were concerned for AR.</p>	LCC000442, p.27
23.03.2023	<p>The Children Missing from Education team advised Presfield school that AR was not within their remit as he was not of compulsory school age, stating "there really isn't a role for us to play or advice we can give</p>	LCC000226 p. 109

	unfortunately". They explained that due to AR's EHCP he would all under the remit of the SEND Case Manager within the Inclusion Team.	
23.03.2023	AR was placed back on the roll at Presfield.	LCC001247
25.05.2023	A TAF meeting was held. This was attended by AR's parents, representatives from Presfield school, Alder Hey, CAMSH and Ashleigh Williams (FSW). AR's parents reported that he had been doing okay and putting more effort into school. It was acknowledged that AR was taking melatonin to help sleep and taking sertraline at night. It was reported that AR was receiving one hour of educational provision per day. It was agreed that the school would continue to engage with AR and ensure the work was not too challenging.	LCC000359
22.06.2023	A TAF meeting was held on 22 June 2023. AR's father raised concerns about AR's non-engagement and requested a visit from Sharon Barrett in Children and Family Wellbeing. It was noted that the case would likely close if non-engagement continued.	LCC000361
17.07.2023	A TAF meeting was held. AR's father explained that AR was still not taking anti-depressants, attending school or engaging with TYS or CFW support. 1-to-1 tutoring was offered by school should he wish to attend. It was noted than AR was not attending CAMHS and that a police safeguarding visit would take place on 18 July.	LCC000363
13.09.2023	TAF meeting takes place with Hayley Dawson (Presfield), AR's parents, Kathryn Morris (Mental Health practitioner, CAMHS), Sharon Rowland (SEND Caseworker) and Sharon Barrett (FSW) in attendance. Presfield reported that AR had not attended school since 17 May 2023, despite visits from Presfield staff. Sharon Rowland explained that should AR not attend school he would be at risk of losing his place at Presfield and EHCP.	LCC000365

	It was agreed that there were no safeguarding risks to AR and CAMHS would continue the family therapy with the family attempts to try and engage AR back into school to continue.	
15.11.2023	Annual review meeting takes place with Hayley Dawson, AR's father, Jessica Hyett (SENDIAS) and Sharon Rowland (SEND) in attendance. Presfield shared that they are unable to meet AR's needs as he is not attending school. It was agreed that Sharon Rowland would seek guidance regarding EHCP ceasing and Presfield would refer AR to Children's Champions.	LCC000226, p. 105
05.02.2024	Children's Champions confirm that they are unable to provide support to AR as he is outside their remit.	LCC000442, p.16
19.02.2024	Madeleine Chappell (Caseworker, SEND) writes to AR's parents regarding LCC's proposed cessation of AR's EHCP.	LCC000421
19.03.2024	Inclusion Service decide to cease AR's EHCP on the basis of his lack of attendance and expressed wish to no longer receive education or training.	LCC001877-LCC001895