



AGENDA

CHILDREN, FAMILIES AND EDUCATION POLICY OVERVIEW COMMITTEE

Wednesday, 30 January 2008 at 9.45 am Ask for: **Denise Fitch**
Council Chamber, Sessions House, Telephone: **01622 694269**
County Hall, Maidstone

Tea/coffee will be available before the meeting

Membership

Conservative (10):	Mr C J Capon (Chairman), Mr R B Burgess, Mr A D Crowther, Mr J Curwood, Mr C Hibberd, Mr G A Horne MBE, Mr C J Law, Mr M J Northey, Ms B J Simpson and Mr R Tolputt
Labour (4):	Mrs C Angell (Vice-Chairman), Mr C Hart, Mr I T N Jones, DL and Mr W V Newman, DL
Liberal Democrat (1):	Mr M J Vye
Church Representatives:	The Reverend Canon J L Smith, Dr D Wadman and Mr R Bristow
Parent Governor:	Mr P Hawthorne
Teacher Advisers:	Mr T Desmoyers-Davies, Mrs J Huckstep, Ms R Olivier, Mr R Straker, Mr S Thompson and Mr J Walder

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

Item No		Timings*
A. Committee Business		
A1	Substitutes	9.45 - 9.55am
A2	Minutes of the meeting held on 15 November 2007 (Pages 1 - 12)	
A3	Declarations of Interests by Members in Items on the Agenda for this meeting	
A4	Minutes of the meeting of the Children's Champions Board	
B. ITEMS FOR CONSIDERATION		
B1	Children Families and Education Budget Monitoring 2007/08 (Pages 13 - 76)	9.55 - 10.25am

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| B2 | Budget 2008/09 and Medium Term Financial Plan 2008-09 to 2010-11 (Pages 77 - 84) | 10.25 - 11.25am |
| B3 | Half Year Monitoring (Pages 85 - 96) | 11.35 - 12.05pm |
| B4 | Directors Update (oral report) | 12.05 - 12.35pm |
| B5 | The Kent SACRE Annual Report (2006-2007) (Pages 97 - 128) | 12.35 - 1.00pm |
| B6 | Kent Children's Trust Draft Parent Support Strategy (Pages 129 - 170) | 1.45 - 2.15pm |
| B7 | The Draft Strategy For Early Education and Childcare (Pages 171 - 216) | 2.15 - 2.45pm |
| B8 | Joint Strategic Needs Assessment for Children and Young Peoples Health in Kent (Pages 217 - 220) | 2.45 - 3.30 pm |
| B9 | Minutes of the meeting of the Children's Champions Board held on 5 December 2007 (Pages 221 - 226) | 3.50 - 4.00pm |

C. SELECT COMMITTEE WORK

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| C1 | Select Committee - update (Pages 227 - 228) | 3.50 - 4.00pm |
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EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

**All timings are approximate*

Stuart Ballard
 Head of Democratic Services and Local Leadership
 (01622) 694002

Tuesday, 22 January 2008

Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.

KENT COUNTY COUNCIL

**CHILDREN, FAMILIES & EDUCATION POLICY OVERVIEW
COMMITTEE**

MINUTES of a meeting of the Children, Families and Education Policy Overview Committee held at Sessions House, County Hall, Maidstone on Thursday, 15 November 2007.

PRESENT: Mr C J Capon (Chairman), Mrs C Angell (Vice-Chairman), Mr D L Brazier, Mr R Burgess, Ms A Harrison (substitute for Mr W Newman), Mr C Hart, Mr C Hibberd, Mr G A Horne, Mr I T N Jones, Mr C J Law, Mr M Northey and Mr R Tolputt.

CHURCH REPRESENTATIVES: Mr S Parr (substitute for Dr D A Wadman) and The Rev Cannon J L Smith

TEACHER ADVISERS: Mrs J Huckstep.

APOLOGIES: Mr Vye, Mr R Bristow, Mr T Desmoyers-Davis, Mr J Walder and Mr M J Vye

PRESENT: Mr C Wells (Cabinet Member for Children, Families and Educational Achievement) and Mr M Dance (Cabinet Member for Operations, Resources and Skills).

IN ATTENDANCE: Mr G Badman, Managing Director Children, Families and Education, Mrs M Hodges, Director Strategic Policy and Performance and Ms D Fitch, Assistant Democratic Services Manager (Policy Overview).

UNRESTRICTED ITEMS

68. Minutes of the Meeting held on 28 September 2007
(Item A2)

(1) A Member raised the issue of outstanding information that had been promised to Members at the last meeting. It was confirmed that this information would be supplied to Members as a matter of urgency.

(2) RESOLVED that the Minutes of the meeting held on 28 September 2007 are correctly recorded and that they be signed by the Chairman.

69. Minutes of the Meeting of the Children's Champions Board held on 26 September 2007
(Item A4)

(1) Mrs Allen in presenting these Minutes drew Members attention to their role as Corporate Parents and recommended Members use the Minutes of the Children's Champions Board to keep themselves informed. She reported that she had attended an excellent conference on Safeguarding Children. Mrs Allen stated that arrangements were being made for Members to meet with young people.

(2) Mr Badman reported that following a visit by Beverley Hughes to the County Council, it was anticipated that the new White Paper would announce that Looked After Children should be placed in their own local authority area as a first choice and that any placement outside of the local authority area would need to be justified on medical or extreme need grounds. This was good news for this authority and he commended the work of his colleagues, Paul Brightwell and Kate Weiss in helping to secure this.

(3) RESOLVED that the Minutes of the meeting held on 26 September 2007 are correctly recorded and that they be signed by the Chairman.

70. Dates of Future Meetings 2008
(Item A5)

RESOLVED that the following dates for meetings in 2008 be noted:-

30 January 2008
25 March 2008
3 June 2008
19 September 2008
13 November 2008

71. CFE Budget Monitoring Report 2007/08
(Item B1)

(Mr K Abbot, Director, Finance & Corporate Services and Mr G Ward, Director, Resources were present for this item.)

(1) Mr Abbott and Mr Ward answered questions from Members on the CFE Budget Monitoring report. Officers explained that the information submitted in this quarterly monitoring report was for the first quarter of the financial year. The challenge with the financial monitoring reports going to the Policy Overview Committees was to align the quarterly monitoring reports with the meetings of the Policy Overview Committees.

(2) The issues covered by Members included the following:-

- Page B1:2 – projected overspend of £433k in relation to legal costs within Children’s Services - it was explained that it reflected care proceedings where cases were often more complex and lengthy.
- Page B1:2 – in relation to the £3m projected overspend in relation to support for unaccompanied asylum seeking children – it was explained that this was a continuing issue over the last couple of years and to date the figure was running at £3.6m shortfall. This was a problem that was being taken up with the relevant Government department.
- The projected overspend in relation to SEN Home to School Transport on Page B1:2 was corrected to read £935k.
- In relation to a question on specific projects, which were dependent on Capital Receipts or required funding, officers confirmed that the monitoring report did not show individual schemes but just the variances in the Capital Programme plus or minus.

- In response to a question on what steps were being taken to ease public concerns in relation to the reduction in SEN transport, the Cabinet Member for Operations, Resources and Skills stated that due to an overspend on this budget, Commercial Services had been asked to re-evaluate SEN transport and any anomalies arising from this were being dealt with.
- Officers undertook to circulate the current timetable for the Building Schools for the Future funding.
- In relation to the underspend on Children's Centres it was explained that this was due to assumptions made on the opening of Children's Centres which in some cases had been delayed and therefore the revenue funding was not needed in the current year. An assurance was given that this funding had to be spent in accordance with the requirements of the grant.
- In relation to the underspend on Children's Centres, it was confirmed that this money would be accruing interest as part of the County Council's budget and the decision on what the money would be used for would be taken later in the year following discussions at the Schools Forum.
- Page B1:13 regarding the Castle Hill PS (Fresh Start Scheme) slippage, Members were assured that all was being done to ensure that this scheme was progressed as quickly as possible but that it was essential that the scheme was one that the school was comfortable with. Mr Ward undertook to let Members have a detailed update on the current situation with the scheme.
- Page B1:19 - in relation to the Bridge Development at Dartford, Mr Ward explained that the two figures given were not comparable; £3.699m was the schools element of development and was part of the total £8.5m.
- Mr Abbott undertook to let Mr Hart have the figures for the number of alternative curriculum places for July to September 2007.

(2) RESOLVED that Members of the Policy Overview Committee were asked to note the projected outturn figures for the directorate as at the first quarter.

72. Medium Term Plan 2008-09 to 2010-11

(Item B2)

(Mr K Abbot, Director, Finance & Corporate Services and Mr G Ward, Director, Resources were present for this item)

(1) Mr Abbott presented a report on the Autumn Budget Statement report to Cabinet on 17 September 2007. He updated Members on the information received from the Department for Children Schools and Families on 12 November 2007 about the Dedicated Schools Grant and Minimum Funding Guarantee for the next three years.

(2) Members were given the opportunity to ask questions and make comments on the Medium Term Plan and to consider suggested service pressures for the Directorate. As part of this, the following were some of the issues raised:-

- Mr Abbott undertook to let Mr Law have details behind the figure £3.617m for pay as mentioned on page B2:5.
- It was pointed out that this was all part of a new developing process to have the quarterly monitoring budget reports to Policy Overview Committees as well as the Medium Term Financial Plan and as such, it would take time to settle this down and to get the most benefit from it for Members.
- Members stated that they did not want to be put in the position again of having to try and identify priorities but not having sufficient information to do so.

(3) Members did not feel that they had adequate information at this stage to actually make suggestions around the areas and type of savings and efficiencies that they considered could realistically be achieved.

(4) It was suggested that when the agenda for the next meeting was discussed cross party consideration should be given to ways of managing the large volume of work for this Committee which could include setting up Informal Member Groups to consider for example financial issues.

(3) RESOLVED that the national and local context within which this MTP be set be noted.

73. Directors Update

(Item B3 – Oral report by Graham Badman, Managing Director of Children, Families and Education)

(1) Mr Badman gave a presentation on the BREEAM (BRE Environmental Assessment Method). A copy of the slides was circulated to Members.

(2) Mr Badman also raised the following issues:-

APA (Annual Performance Assessment) Results)

Mr Badman stated that the APA results were embargoed until 26 November 2007 and that the letter would go through the Cabinet process. With the agreement of the Leader and OfSTED he was able to give this meeting some broad details of the results of the assessment. He confirmed that Members would get a copy of the letter setting out the details after the embargo date.

Social Mobility

Mr Badman informed Members that there was to be a review of academies and Kent would be invited to submit evidence.

Mr Badman also referred to the announcement this week of a new Government Unit which would oversee Youth Justice Policy and Sponsorship of the Youth Justice Board and would merge responsibilities currently undertaken separately by the Ministry of Justice and Department of Children's Schools and Families (DCSF).

Mr Badman then addressed questions and comments from Members which included the following issues:-

- Mr Badman undertook to supply Mrs Angell with further information on carbon neutral schools scheme as soon as it became available.
- Regarding a question on ensuring that Academies served the communities that they were built for, Mr Badman undertook to ensure that Mr Hart was supplied with a copy of the Admissions Policy for the Marlowe Academy, he stated that his information was that the Marlowe Academy would accommodate all young people that would have been traditionally served by the Ramsgate School.
- In relation to a question on whether academies had a general admissions procedure, Mr Badman explained that what academies had to do was to establish a range of policies. General guidance was produced by the department and academies were guided to take account of the admissions guidance set out in these, therefore, there were a series of policies which were bespoke for each Academy.
- A Member mentioned that following on from the Select Committee on Flood Risk, it was important to ensure when designing new schools there were the necessary safeguards against the potential risk of flooding.

(3) Mr Badman stated that there was a lot happening in relation to legislation and national research for the Children's Families and Education area which Mr Badman's suggested that Members might find helpful to be informed of. The Chairman said that this was a matter that would be discussed further when Members met cross-party to discuss the Agenda for future meetings.

(4) RESOLVED that the Directors update be noted.

74. Kent Children's Trust Arrangements

(Item B4)

(Mrs Joy Ackroyd, Trust Development Manager and Rob Semens, Personnel Manager were present for this item)

(1) Mrs Ackroyd submitted a report which sets out progress made in developing Kent's Children's Trust arrangements and highlighted workforce and other issues related to this significant programme of change.

(2) Mrs Ackroyd invited Members to ask questions or to raise issues in relation to the Children's Trust. The issues raised included the following:-

- Members were informed that there would be a paper going to Cabinet on 26 November 2007 which would cover the issue of elected Members roles in relation to the new Children's Trust.
- A Member suggested that if there was not to be local representatives on the Local Children's Trust then there should be an opportunity for Local Boards to monitor and scrutinise the delivery of services locally.
- A view was expressed that Members should be involved in their local Children's Trusts as part of the Localism Agenda. This was also important in relation to Member's Corporate Parent role.

- Members were assured that a lot of work was taking place to ensure that the voice of parents and young people was at the heart of this developing agenda.
- Members were reminded that there was not a statutory obligation to have representatives of the Church schools on the Children's Trust. However, steps had been taken to ensure that they were represented on the Children's Trust.

(3) RESOLVED that this report and the comments made be noted and further updates be submitted to future meetings.

75. Looked after Children's Review

(Item B5)

(Mr Paul Brightwell, Policy and Performance Manager, Looked after Children was present for this item)

(1) Mrs Hodges referred Members to the report which set out the key findings of the Looked after Children Review and sought endorsement from Members for Kent's Pledge.

(2) Mrs Hodges confirmed that the Kent Pledge had not yet been adopted and that the Policy Overview Committee was being given an early opportunity to comment on it. The Pledge had been developed through an extensive consultation exercise with young people. In response to a question, she stated that the issue of the "consistent adult" was a difficult one but they were looking at other ways to achieve a consistent adult in the life of the looked after child such as mentoring. The "consistent adult" may not be a social worker or a carer. She confirmed that this was one of the things that young people had said that they felt was important. Members would be given the opportunity to meet with young people who were looked after children in January.

(3) A Member made a point that the language in the Kent Pledge was challenging and not accessible. Mr Brightwell confirmed that this was being checked by a relevant organisation and would be improved before the Pledge was published.

(4) It was confirmed that there would be a further report which would contain more detail and also information to show that each commitment was measurable and to look at outcomes.

(5) It was noted that one of the requests was that the Freedom Bus Pass should be rolled out to looked after children to enable them to have the flexibility to make more use of their leisure time.

In relation to Page B5:6 the development of the Pledge, where it stated that the Pledge included two parts. There was a Pledge for children and young people in care of Kent County Council and children and young people placed in Kent by another local authority. A Member stated that ideally, the Pledge should contain the same promise for all children in care in Kent and that they should be treated in the same way whether they were KCC children or placed in Kent or an unaccompanied asylum seeker child.

(4) RESOLVED that the Looked after Children Review and the Kent Pledge be endorsed and it be noted that a further report would be submitted to a future meeting of the Committee.

76. Integrated Youth Support Strategy

(Item B6)

(Ms Angela Slaven, Director Youth Offending and Substance Misuse and Mrs Joanna Wainwright, Director Commissioning (Specialist Services were present for this item)

(1) Ms Slaven presented a report to brief Members on work that had been undertaken to develop a high-level Integrated Youth Support Strategy which KCC were required to produce. Although a great deal of work was already in place it needed to be drawn together to ensure a coherent and consistent approach to working across county with young people aged 14-19 years. The Strategy would reflect a partnership approach and define the required and desired outcomes for young people in this age range. This draft had already been considered by the Communities Policy Overview Committee and the Children's Trust Board and would go back to the Children's Trust Board in January for further consideration. She explained that behind this document there would be detailed operational plans.

(2) Ms Slaven invited Members views on the draft and the approach taken and the comments made by Members included the following:-

- A Member stressed that many young people were vulnerable for example, there were statistics showing that young people in the 17-18 plus age range were five times more likely to be victims than perpetrators.
- It was important to make young people feel valued and it was emphasised that young people were our "present" and that we should be looking at young people as they are now and valuing them now.
- It was important that young people were given a belief in their ability to make a contribution and that the use of case studies within the Strategy was important.
- Positive contribution such as Skills Force should be acknowledged.
- It was emphasised that information, advice and guidance to young people should be independent and appropriate. It was stated that Connexions Career Advisers were sometimes not popular with schools if they advised against sixth form as a career path.
- Ms Slaven confirmed there were a series of visits planned to ensure that young people had the opportunity to consider this document.
- In terms of consulting with voluntary sector groups, this had been done via the Children's Trust Board.
- Ms Slaven confirmed that the aim was to have a strategy as an overarching document and for it to be a county-wide integrated strategy and consultations were being carried out with Members and partners to develop it.
- It was hoped that within the operational plan, there would be much more detail which would reflect the whole range of services and groups.

- In terms of the National Youth Strategy, it was hoped that there was nothing at odds with this within the KCC strategy.
- Reverend Canon Smith stated that he did not recall the Church organisation being consulted on this and he would like to be consulted explicitly on this.
- The Strategy should be used to avoid duplication or overlapping of provision for young people within areas which was a waste of resources. This would also help with allocation of resources
- It was confirmed that the Strategy should be a co-ordination of Youth Services so that young people and families would know what facilities were available in their areas. .
- It was important for Members to support at every opportunity the youth facilities that were available within their area. Both provided by KCC and by the voluntary sector.
- In relation to extended schools, KCC was in a key position. It was very frustrating for Members to see schools locked up and playing fields padlocked whilst young people hung around on street corners. However, it was pointed out by officers that often young people did not want to use schools facilities outside of school hours.

(3) RESOLVED that comment made by Members on the draft Integrated Youth Support Strategy be noted.

77. Unit Review (Including Designated and Specialist Provision and Very Severe and Complex Need Support for Children and Young People with Special Educational Need at Mainstream Schools)

(Item B7)

(Mrs Joanna Wainwright, Director, Commissioning (Specialist Services) was present for this item)

(1) Mrs Wainwright introduced a report which updated Members on the progress of the Unit Review and consultations to date.

(2) Members were invited to comment on the progress on the Unit Review and the following issues were raised:-

- Page B7:2 - there was mention of specific disabilities such as a hearing impediment, being visually impaired etc. and there was a statutory duty to have teachers qualified in teaching pupils with these. The inclusion agenda required resources to follow the child. It was confirmed that within specialist units, teachers had the appropriate qualifications.
- In relation to the speech and language issue and what could be done to add additional support across the county a Member mentioned the underspend in the Children's Centres budget. It was confirmed that Children's Centres were often the first place where a child's needs were noticed and it was important that when a child's special needs were identified, help was

available so that they could be prepared for school and that transitional arrangements could be made with school.

- In response to a question on who parents could appeal to if they did not believe their child was getting appropriate support, it was confirmed that all children at a specialist unit would have a statement of special educational needs and therefore the local authority would be responsible for them regardless of how or where the child was educated and so parents should appeal to the local authority.
- It was confirmed that funding for statemented pupils and school action and school plus pupils had followed the child for the last four to five years. Funding was closely monitored and there was an annual review of progress which required the schools to account for how the funding had been used.

(3) RESOLVED that comments made by Members on the progress of the Unit Review be noted.

78. Statutory Guidance on the Early Years Outcomes Duty *(Item B8)*

(Mrs Carol Parsons, Director, Standard and Achievement and Ms Jennie Landsberg Principal Adviser, Early Years and Childcare were present for this item)

(1) Mrs Parsons presented a report on the Childcare Act 2006 which introduced for the first time, a duty on Local Authorities to improve all young children's outcomes from birth to five years of age, and reduce inequalities between them, through integrated early childhood services. Members were invited to ask questions on the report.

(2) A Member referred to page B8:3, where it stated that it would be up to the Children's Trust to determine who was involved beyond the statutory partners, and asked that Members should have an involvement in the Children's Trust as they had valuable local knowledge. It was confirmed that one major forum where Members could be involved was through the Local Strategic Partnership.

(3) Mrs Parsons confirmed that it was the intention to focus on children in deprived areas so that poverty or low incomes were not a factor in children's attainment. It would be for Children's Trust to put into place performance measures.

(4) RESOLVED that the implication of this new statutory duty; and the report be noted.

79. Standards and Achievements - 2007 *(Item B9)*

(Mrs Carol Parsons, Director, Standard and Achievement, Mrs M King, Principal Adviser (Primary) and Mr D Garman, Joint Head of Schools Advisory Service)

(1) The Committee received a report on the outcomes of assessments and examinations in Kent schools in 2007. Member asked questions on the report.

(2) In response to a question on what the authority was doing to overcome the challenges set out in the report in relation to Key Stage 4, Mrs Parsons stated that there was a strong nationally acknowledged programme of targeted support to match the needs

of schools, which supported schools with the greatest need first. It was important to track pupil's progress and to target early interventions.

(3) A Member asked why there were so few male primary school teachers and what could be done to encourage more men to enter the profession as they were important role models. Ms Parsons stated that one of the issues was the level of salary and the perception that primary school children were perhaps better catered for by women. An interesting factor was the changing profile of the professional staff in schools, with the proportion of staff who were teachers falling significantly. With a higher proportion of staff in a range of support roles, from student advisors to technicians there were more opportunities for boys to have male role models in school.

(4) In response to a request for a definition of "contextual value added", Mrs Parsons stated that children in a school with high levels of deprivation may have lower starting points of entry. Despite making good progress, the level of academic attainment it may not be very high. She explained that it was possible to have a low attaining school that was not underperforming, by taking account of social factors such as family background of pupils and a range of contextual factors. It was acknowledged by Mr Garman that the DCSF in allocating funding recognised that some schools in Kent had bigger challenges than others and 19 schools received additional funding to recognise the challenges they face in order to lift performance at Key Stage 2. There were a number of programmes being focussed in the deprived areas of greatest need in Kent.

(5) RESOLVED that the report be noted.

80. Participation Post 16, Performance at 19, September Guarantee and the 14-19 County Wide Prospects

(Item B10)

(Mr D Garman, Joint Head of Schools Advisory Service)

(1) Mr Garman introduced a paper which provided an analysis of participation Post 16, performance at 19 and an explanation of the September Guarantee and the county-wide 14-19 prospectus.

(2) In response to a question from a Member, Mr Garman confirmed that where it referred to staying on beyond 16, it meant staying in the same school. Although in situations where schools shared sixth form facilities, if they stayed in the host school and used other provisions as well then this would count.

(3) Mr Garman referred to the September Guarantee which had been introduced in 2007 by the DCSF. The local authority was expected to show by 1 September 2007 that all Year 11 pupils had received an offer and was either in education or training. As at 19 October 2007, KCC were able to demonstrate that 87% of young people in Year 11 were in education or training. However, 889 young people had not received an offer and Connexions were working to reduce this figure. If the further education colleges were taken into account, the figure of 87% would increase to 95%.

(4) RESOLVED that the report be noted.

81. Select Committee: PSHE/Children's Health

(Item C1)

(Ms Sarah Lewis, Policy Officer and Mr Allan Foster, Subject Adviser for PSHE were present for this item)

- (1) Ms Lewis presented a report which provided comments on the 18 recommendations made by Member's of the Select Committee who considered PSHE and Children's Health during the second half of 2006.
- (2) Mr Tolputt, who had been a Member of the Select Committee, emphasised the importance of pressing for the inspection of PSHE to be included in the OfSTED inspection.
- (3) Mrs Hodges, in response to a question confirmed that funding for the training of teachers for PSHE could come from the DSG. However, it would need to be agreed by the Schools Forum and therefore as the statutory consultation had taken place, it would not be possible to do it this year, but it could form part of next year's consultation and it would be up to schools to consider whether they would wish to support this.
- (4) Mr Tolputt gave the example of the school that had set up a clinic which although required funding would be saving money in terms of the costs of exclusions and social problems caused by unwanted pregnancies etc. He stated that the rate of teenage pregnancies in Shepway had reduced since they had got a clinic in one of the schools.
- (5) In response to a Members question on whether walk in clinics were what was required, Ms Lewis stated that they had consulted widely with health professionals and had been informed that from time to time nurses could sit in clinics and nobody came in but in areas of high need these clinics worked well as there was a need for flexibility when dealing with young people.
- (6) RESOLVED that the report be noted the action taken by officers in relation to the recommendations is endorsed.

82. Select Committee - Update
(Item C2)

(1) The Committee received a report which updated the Committee Members on the Select Committee Topic Review Programme.

(2) RESOLVED that:-

- (a) the plans to monitor the recommendations of the PSHE Select Committees be noted;
- (b) the proposed establishment of a Select Committee on Vulnerable Children be noted and that if necessary the Overview and Scrutiny Manager in consultation with the Chairman, Vice-Chairman and Liberal Democrat Spokesman on the Policy Overview Committee be given delegated authority to approve the Terms of Reference of the Select Committee on behalf of the Policy Overview Committee; and
- (c) the update of the new Select Committee Topic Review Programme be noted.

By: Keith Abbott, Director - Finance & Corporate Services
Grahame Ward, Director - Resources

To: Children Families and Education Policy Overview Committee -
30 January 2008

Subject: CHILDREN FAMILIES AND EDUCATION BUDGET
MONITORING 2007/08

Classification: Unrestricted

Summary: This report updates Members of the Children Families and Education Policy Overview Committee on the projected outturn figures for the Directorate as at the second quarter.

Introduction

1. This report is the second of the regular report to this Committee on the forecast outturn against budget for the CFE Directorate Department.

Background

2. (1) Policy Overview Committees consider the draft Medium Term Financial Plan at their November and January meetings. To enable a more informed discussion, the following reports will be presented to the Committee on a regular basis:

(a) Budget Monitoring reports

A detailed quarterly budget monitoring report is presented to Cabinet, usually in September, December and March, and a draft final outturn report in June. A report for each directorate is annexed to the summary report, and the annex for the CFE directorate will be presented to this Committee at the meetings following those Cabinet meetings. This will help inform this POC about current trends, pressures and management actions in advance of the next year's budget setting

(b) Performance data

This will be reported at least half-yearly to this Committee though some information is included within the Annex to this report

(c) Outturn report

Effectively an amalgam of the above two, the outturn report will summarise both the financial and performance information for the whole of the preceding year

(2) Armed with the above, the POCs will be in a stronger position to question and comment on the future budget and medium term proposals, as they will be asked to do at the November and January meetings.

Quarterly monitoring report

3. Attached is the monitoring report for the second quarter for 2007/08. The main points to highlight are:

- (a) Revenue
 - net projected overspend of £305k for CFE of which Page 7 of Annex 1 details the main under and overspends
 - £3.4m projected overspend in relation to support for unaccompanied asylum seeking children
- (b) Capital
 - Detail on all the major projects are set out in the attached report. The causes of the forecast underspend are due to a number of project phasing issues and some under/overspends

Recommendations

4. Members of the Children Families and Education Policy Overview Committee are asked to note the projected outturn figures for the Directorate as at the second quarter.

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Background Documents:

None

Other Useful Information:

None

CHILDREN, FAMILIES & EDUCATION DIRECTORATE SUMMARY JULY 2007-08 FULL MONITORING REPORT

1. FINANCE

1.1 REVENUE

1.1.1 All changes to cash limits are in accordance with the virement rules contained within the constitution, with the exception of those cash limit adjustments which are considered “technical adjustments” ie where there is no change in policy, including:

- Allocation of grants and previously unallocated budgets where further information regarding allocations and spending plans has become available since the budget setting process.
- This quarter cash limits have been adjusted to reflect a number of technical adjustments to budget, including the apportionment of -£0.235m of the e-recruitment saving from the Corporate Support portfolio and £0.530m of the provision for Kent Scheme revision from the Finance portfolio and the addition of £1.222m of roll forward from 2006-07, as agreed by Cabinet on 16 July 2007.

1.1.2 **Table 1** below details the revenue position by Service Unit:

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
Education & School Improvement portfolio							
Delegated Budget:							
- Delegated Schools Budget	848,649	0	848,649	0	0	0	
- Standards Fund (incl SSG)	0	0	0	0	0	0	
- Targeted Standards Fund			0	0	0	0	
- Direct Funding for Schools			0	0	0	0	
TOTAL DELEGATED	848,649	0	848,649	0	0	0	
Non Delegated Budget:							
- Finance	3,373	-931	2,442	0	0	0	
- Awards	4,891	-827	4,064	0	0	0	
- Grant income & contingency	2,338	-939,811	-937,473	0	0	0	
- Personnel & Development	15,651	-3,493	12,159	0	0	0	
- School Support Service	53	0	53	0	0	0	
- Capital Projects	4,877	-3,284	1,593	0	0	0	
- Client Services	4,391	-3,234	1,158	0	0	0	
- Business Management	2,758	-143	2,615	0	0	0	
- ICT	9,095	-1,893	7,203	0	0	0	
- Health & Safety	427	-8	419	0	0	0	
- Strategic Management	1,584	-103	1,481	0	0	0	
- Policy & Service Development	14,683	-2,735	11,948	0	0	0	
- Management Information	28,109	-35	28,074	0	0	0	
- International Development	192	-100	92	0	30	30	Shortfall in income for Hardeletot
- School Organisation	3,136	-58	3,078	0	0	0	
- Mainstream HTST	15,432	-484	14,948	32	0	32	minor variance
- Early Years & Childcare Operations unit	17,463	-234	17,230	0	0	0	
- Clusters	13,889	-105	13,784	0	0	0	
- Advisory Service Kent (ASK) Secondary Team	3,458	0	3,458	0	0	0	
- ASK Primary Team	3,841	0	3,841	0	0	0	
- ASK Early Years Team	6,088	0	6,088	0	0	0	
- ASK Improvement & Leadership	2,818	-150	2,668	0	0	0	
- ASK Improvement Partnerships	3,982	0	3,982	0	0	0	
- ASK Professional Development	4,790	-2,149	2,641	0	0	0	
TOTAL NON DELEGATED	167,319	-959,775	-792,456	32	30	62	
Total E&SI	1,015,968	-959,775	56,193	32	30	62	

Table 1

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
Children & Family Services portfolio							
- Attendance & Behaviour Service	15,873	-4,828	11,046	0	0	0	
- AEN & Resources	13,162	-3,722	9,440	0	0	0	
- SEN HTST	14,806	0	14,806	942	-7	935	Travel requirements of SEN children have increased and the service is unable to meet all of the savings targets of £989k
- Independent Sector Provision	9,719	-260	9,459	0	0	0	
- Specialist Teaching Service	3,332	-252	3,081	0	0	0	
- Educational Psychology Service	3,662	-129	3,533	0	0	0	
- Minority Community Achievement	1,788	-98	1,691	0	0	0	
- Children's Safeguard Service	0	0	0	0	0	0	
- Joint Commissioning	2,364	-226	2,138	0	0	0	
- In House Residential care	2,512	-25	2,487	139	15	154	additional cost as a result of move to new buildings
- Ind sector residential care	3,341	-403	2,938	0	0	0	
- Residential care - not looked after children	649	-7	642	-14	0	-14	minor variance
- KCC Family support	9,685	-896	8,790	-128	85	-43	staff vacancies; various income
- Family group conferencing	1,108	-241	867	9	-16	-7	minor variance
- Fostering service	21,344	-97	21,247	0	0	0	
- Adoption service	5,972	-22	5,950	0	0	0	
- Independent Sector day care	885	0	885	-20	0	-20	minor variance
- Section 17	1,030	-5	1,025	0	0	0	
- Link placements	232	0	232	-24	0	-24	
- Grants to voluntary organisations	7,032	-398	6,633	0	0	0	
- Direct payments	636	0	636	-3	0	-3	
- Teenage pregnancy	616	0	616	0	0	0	
- Leaving care/16+	3,400	0	3,400	0	0	0	
- Other services support	4,646	-784	3,862	575	-142	433	legal costs, various income
- Assessment and related	18,584	-16	18,568	314	-219	95	high social worker recruitment costs, various income
- Grant income & contingency	6,412	-41,427	-35,015	0	0	0	
Total C&FS	152,790	-53,834	98,956	1,790	-284	1,506	
- Asylum Seekers	13,200	-13,200	0	-1,122	4,112	2,990	
Total C&FS incl. Asylum	165,990	-67,034	98,956	668	3,828	4,496	
Total Delegated	848,649	0	848,649	0	0	0	
Total Non Delegated (excl. Asylum)	320,109	-1,013,609	-693,500	1,822	-254	1,568	
Total Directorate Controllable (excl. Asylum)	1,168,758	-1,013,609	155,149	1,822	-254	1,568	
Directorate Net Total (incl. Asylum)	1,181,958	-1,026,809	155,149	700	3,858	4,558	

1.1.3 **Major Reasons for Variance:** *[provides an explanation of the 'headings' in table 2]*

Table 2, at the end of this section, details all forecast revenue variances over £100k. Each of these variances is explained further below:

C&FS Portfolio

1.1.3.1 SEN Transport

As part of the 2007-10 MTP process the SEN transport budget was reduced by 10% over the period 2007-09 and the Directorate was asked to look at implementing purchase cards as a way of delivering part of that saving (£870k) and keeping price increases to under 5% (£119k).

As part of that process to try and deliver the required savings we carried out a survey of all 3,500 users and a number of users have requested more information about making their own arrangements. Some of these may have the potential to be moved to a system of direct payments or a purchase card but whether that will generate savings will largely depend on the nature of the transport those students currently have. If they go by bus or are one of a number of students in a taxi then KCC is unlikely to be able to realise any saving by moving them to a direct payment/purchase card arrangement as the existing bus/taxi will still need to run.

The greater scope lies with those users who are single occupants in taxis. Commercial Services have reviewed every single occupancy taxi journey and put them out to tender to see if savings can be made. The tender was offered to all 300 taxi operators in Kent but obviously will not impact upon the 3000+ non-single occupancy taxi and bus journeys. The results of this will be known later this month.

The £870k savings target set within the budget is not going to be achieved for 2007/08. There is not a high level of demand from parents to organise their own transport. At present the impact of that, inflation and appeals decisions means we are currently forecasting a pressure of £935k.

1.1.3.2 In House Residential Care (Gross)

A pressure of £139k is forecast as a result of increased running costs on the new builds at the Sunrise centre and the Southdown's centre. This is partly offset by the closure of the Alderden Centre in December.

1.1.3.3 KCC Family Support (Gross)

A forecast underspend of £128k is due to the management of staff vacancies. A number of posts are being held vacant to help with the pressure on staffing on the Assessment and Related budget line.

1.1.3.4 Other Services Support (Gross and Income)

There is a potential pressure of £460.5k forecast against the budget for Legal services, based on the first quarter's charges and last year's outturn. This is expected to be a similar outturn to last year due to high cost bills coming in at year end. This service line is currently under review with a view to identifying efficiencies.

The Out of Hours Service is currently forecasted to overspend by £104.6k but this is offset by additional income of £104.6k.

1.1.3.5 Assessment and Related (Gross and Income)

The forecast pressure on the assessment and related gross budget line is down to a number of separate reasons. Firstly, this budget had a savings target to remove 66 staffing posts (not front line) by 31 March 2008. To date, two thirds of this target has been achieved and there are some delays in achieving the final third, which has resulted in a forecast pressure of £264k.

A market premium has been introduced to obtain new front line social work staff at a cost of £3k per post (approx £30k). Relocation fees (i.e. staff from Atlanta USA) have been capped at £2k per member of staff.

In terms of income, additional contributions have been received from Education for Best Project £150k (Social Workers visiting schools to promote best behaviour) and SSKY project £50k (Multi disciplinary team providing flexible and needs led community services to children and young people who are expected to have difficulties in behaviour, emotions and social relationships that have not responded to tier 1 interventions and may not have a clinically recognised mental health difficulty), plus income for staff going to Swindon as per Swindon contract £12k (Mid & East Kent).

1.1.3.6 Asylum

The Asylum Service is now forecast to have a funding shortfall of £4.112m for the 2007-08 financial years, £3.612m of direct spending and £0.500m of indirect spending. The estimates assume that the Home Office and Department for Children, Schools & Families (DCSF) use the same grant rules and unit costs as for 2006-07, but guidance has not been issued yet and therefore forecasts may alter if grant criteria change.

On 15 August 2007, the Border & Immigration Agency (BIA) wrote to the LA and confirmed the rates they will be paying for the current year remain unchanged from 2006/07. The estimated shortfall in income as a result of not funding the annual pay and price increase is £185k. This pressure has been reflected in the overall £4.112m funding shortfall for the year.

The overall funding shortfall is partly offset by the expected draw down of the remaining balance in the corporate asylum reserve of £1.122m, leaving a residual net pressure of £2.990m.

This represents an increase of £260k on the previously reported position, £185k is due to the non funding of pay and prices as reported above and the balance is due to the introduction in April of the New Asylum Model (NAM) by BIA. NAM is an attempt to streamline the decision process for new arrivals, with the aim of providing every applicant a decision in 7 weeks. The new processes and procedures that BIA have introduced has significantly increased the workloads on the Service for Unaccompanied Asylum Seeking Children (SUASC) staff, for example each of our clients is required to make at least three trips to either Croydon or Hayes, Middlesex for various immigration interviews - they have to be accompanied by members of staff on each trip. No additional funding has been made available to meet the increased costs of these changes.

There is also the issue of the 2006-07 outstanding grant income relating to our special circumstances bids, £1.5m from the Home Office and £1.6m from the DCSF. Additionally, there is £0.7m outstanding from the DCSF relating to the special circumstances bid for 2005-06.

As previously reported, we have assumed that we will be successful in receiving part of this income and the balance has been met from the Corporate Asylum reserve. If elements of these expected grants are challenged and we receive less income than we assumed from these special circumstances bids, then the forecast will increase from the current £4.112m. Officers are in the process of arranging meetings with the DCSF and Home Office to take these issues forward.

Other Issues

1.1.3.7 Children's Centres underspend (Sure Start Grant)

Early Years and Childcare Operations Unit has identified that work establishing Children's Centres is behind schedule due to the need for a thorough consultation and approval process before capital building works can begin. This has not been allowed for in the scheduling of revenue funding determined by the DCSF, which should kick in once projects

are open. Early indications are that the level of underspend is between £1m and £1.5m. An exercise to identify possible alternative items of expenditure to re-badge against this predicted grant underspend is currently underway and therefore this has not been reported in table 1 above. If this exercise is not successful we will have to repay the unused grant income to Sure Start.

1.1.3.8 Payments to PVI providers for the free entitlement for 3 and 4 year olds (DSG)

Whilst our forecast outturn variance has remained unchanged, early indications are that we will have an underspend on payments to PVI providers for 3 and 4 year olds. This budget is funded entirely from DSG and therefore any surplus or deficit at the end of the year must be carried forward to the next financial year in accordance with the regulations, and cannot be used to offset over or underspends elsewhere in the directorate budget. Therefore, as any unspent Early Years funding has to be returned to schools, at year end any underspend will be transferred to the schools unallocated reserve for DSG and hence is not included in the overall directorate forecast.

1.1.3.9 Children's Social Services – Activity budgets

The activity data provided for this quarters monitoring has highlighted some potential areas of concern with the following budget lines:

- Independent Sector Residential Care (3 children placed in high cost placements for their own safety as directed by the court last year are continuing and a further child has been placed in a specialist unit for safety reasons)
- Fostering
- Adoption

At the end of the 2006/07 financial year, the fostering and adoption budgets overspent by £1,315k and this was addressed through the 2007-10 MTP process as £1,388k was funded as a demand led pressure.

A piece of work has started to look in detail at these budget lines and any financial implications will be declared in next month's exception report. This piece of work will also be required for the work currently ongoing for the 2008-11 MTFP.

1.1.3.10 Delegated Schools Budgets

In agreement with the Schools Funding Forum, it has been decided to reduce the administrative burden on schools by no longer asking them to submit a copy of their first quarter's financial monitoring report to the LA in July. The first return is now due in the middle of October based on the first six months actual income and expenditure and an update will be provided in the next quarters monitoring return.

Table 2: REVENUE VARIANCES OVER £100K IN SIZE ORDER

Pressures (+)			Underspends (-)		
portfolio		£000's	portfolio		£000's
CFS	Asylum - Shortfall in income (income)	+4,112	CFS	Asylum - potential draw down of residual balance in Corporate Asylum reserve (gross)	-1,122
CFS	SEN Home to School Transport - savings target linked to purchase cards(gross)	+870	CFS	Assessment & Related - additional income for Education for best project (income)	-150
CFS	Other Services Support - Recharges from Legal services (gross)	+461	CFS	KCC Family Support - management of staff vacancies (gross)	-128
CFS	Assessment & Related - delay in achieving savings target (gross)	+264	CFS	Other Services Support - Out of Hours service matched by additional expenditure (income)	-105
CFS	In house Residential Care - increased running costs (gross)	+139			
CFS	Other Services Support - Out of Hours service covered by additional income (gross)	+105			
		+5,950			-1,505

1.1.4 Actions required to achieve this position:

e.g. Management Action achieved to date including vacancy freeze, changes to assessment criteria

We are undertaking a separate monitoring exercise to assess managers' progress towards delivering the agreed 2007-08 savings targets and we will be in a position to provide an update in the next monitoring report.

1.1.5 Implications for MTFP:

As part of the 2008-11 MTP exercise, the Directorate will be reviewing its current budget pressures at its senior management team meeting in September. This will include working up robust proposals for dealing with any overspends. Details of these proposals will be reported next month.

1.1.6 Details of re-phasing of revenue projects:

None

1.1.7 Details of proposals for residual variance: [eg roll forward proposals; mgmt action outstanding]

The Directorate has started to work up a management action plan to balance the 2007-08 budget and options being considered are listed below for information:

- Reviewing the Sure Start grant rules to see whether it would be possible to re-badge base budget funded expenditure against the predicted underspend on this grant.
- We are discussing with colleagues in Corporate Finance possible options regarding the £1.3m expenditure previously charged to capital.
- Review of all single occupancy taxi journeys including a tender process. Results will be known later this month.
- We have begun work with Children's Social Services managers to review the three potential areas of concern, independent sector residential care, fostering and adoption.

1.2 CAPITAL

1.2.1 All changes to cash limits are in accordance with the virement rules contained within the constitution and have received the appropriate approval via PAG, or relevant delegated authority.

Cash limits have been adjusted this quarter to reflect:

	2007-08	2008-09	2009-10
	£000s	£000s	£000s
<u>Education & School Improvement portfolio:</u>			
▪ Roll forward of the re-phasing from 2006-07	15,602		
▪ Marlowe Innovation Centre – to reflect the full gross cost of the scheme with the additional costs to be funded by external funding from Friends of Marlowe Academy and European Regional Development Fund	953		
▪ Modernisation 2006-08 (Sussex Road School) – additional costs to be funded by external funding from Sorrell Foundation	150		
▪ The Bridge Development, Dartford - to reflect the full cost of developing this innovative new cross-directorate learning campus, funded by developer contributions	76	3,310	1,415
▪ DfES grant allocation for non delegated devolved capital for Pupil Referral Units	246		
Devolved Capital to Schools:			
▪ Roll forward of budgets devolved to schools	12,932		
▪ Reduction in DfES grant for schools devolved capital between actual allocation and budget assumption	-904		
<u>Children & Family Services portfolio:</u>			
▪ Roll forward of the re-phasing from 2006-07	1,094		
▪ Mobile Working Devices for Children's Social Workers - to be fully funded by DfES grant	305		
▪ East Kent Children's Resource Centre – additional external funding from Wooden Spoon, Kent & Medway Towns Fire Authority and Kent Handicapped Caring Association	68		
▪ Swale Kids Projects to be funded by a contribution from Eastern & Coastal Primary Care Trust	15		

1.2.2 **Table 3** below provides a portfolio overview of the latest capital monitoring position.

[To include projects starting in the current year and previous years only including the rolling programmes but to **EXCLUDE** PFI projects]

	Prev Yrs Exp	2007-08	2008-09	2009-10	Future Yrs	TOTAL
	£000s	£000s	£000s	£000s	£000s	£000s
Education & School Improvement Portfolio						
Budget	117,714	131,428	92,523	51,765	53,863	447,293
Additions:						
- roll forward		15,602				15,602
- Marlowe Innovation Centre		953				953
- Modernisation 2006-08 (Sussex Rd)		150				150
- Bridge Development		76	3,310	1,415		4,801
- devolved capital for PRUs		246				246
Revised Budget	117,714	148,455	95,833	53,180	53,863	469,045
Variance		-25,421	-3,411	+4,114	-495	-25,213
split:						
- real variance		-4,253	-19,655	-3,185	+1,880	-25,213
- re-phasing		-21,168	+16,244	+7,299	-2,375	0
Children & Family Services Portfolio						
Budget	7,366	5,105	300	350	500	13,621
Additions:						
- roll forward		1,094				1,094
- mobile working devices		305				305
- East Kent Resource Centre		68				68
- Swale Kids Projects		15				15
Revised Budget	7,366	6,587	300	350	500	15,103
Variance		+10	0	0	0	+10
split:						
- real variance		+10	0	0	0	+10
- re-phasing		0	0	0	0	0
Directorate Total						
Revised Budget	125,080	155,042	96,133	53,530	54,363	484,148
Variance	0	-25,411	-3,411	4,114	-495	-25,203
Education & School Improvement Portfolio						
Devolved Capital to Schools						
Revised Budget		39,701	27,673	27,673	55,346	150,393
Variance		0	0	0	0	0
split:						
- real variance		0	0	0	0	0
- re-phasing		0	0	0	0	0
Real Variance		-4,243	-19,655	-3,185	+1,880	-25,203
Re-phasing		-21,168	+16,244	+7,299	-2,375	0

1.2.3 Main Reasons for Variance

Table 4 below, details all forecast capital variances over £250k in 2007-08 and identifies these between projects which are:

- part of our year on year rolling programmes e.g. maintenance and modernisation;
- projects which have received approval to spend and are underway;
- projects which are only at the approval to plan stage and
- projects at initial planning stage.

The variances are also identified as being either a real variance i.e. real under or overspending which has resourcing implications, or a phasing issue i.e. simply down to a difference in timing compared to the budget assumption.

Each of the variances in excess of £1m which is due to phasing of the project, excluding those projects identified as only being at the initial planning stage, is explained further in section 1.2.4 below.

All real variances are explained in section 1.2.5, together with the resourcing implications.

Table 4: CAPITAL VARIANCES OVER £250K IN SIZE ORDER

portfolio	Project	real/ phasing	Project Status			
			Rolling Programme	Approval to Spend	Approval to Plan	Initial Planning Stage
			£'000s	£'000s	£'000s	£'000s
Overspends/Projects ahead of schedule						
ESI	The North School, Ashford	Real	+328			
ESI	Dev Opps - Greenfield	Phasing		+264		
ESI	Primary Pathfinder Programme	Real			+250	
			+328	+264	+250	+0
Underspends/Projects behind schedule						
ESI	Dev Opps - Kingsmead	Phasing			-4,000	
ESI	Dev Opps - Folkestone School for Girls	Real				-3,094
ESI	Freshstart - Castle Hill	Phasing		-2,438		
ESI	Dartford Grammar Girls	Phasing	-2,000			
ESI	SSR - The Orchard School	Phasing		-1,723		
ESI	Dev Opps - Darford Campus	Phasing		-1,320		
ESI	Dev Opps - St James the Great	Phasing		-1,237		
ESI	SSR - Rowhill School	Phasing			-979	
	SSR - Rowhill School	Real			-69	
ESI	Dev Opps - Isted Rise	Phasing			-1,000	
ESI	Academies - Minster College	Phasing			-1,000	
ESI	Dev Opps - Axton Chase School	Real				-1,000
ESI	Dev Opps - The Towers School	Phasing				-950
	Dev Opps - The Towers School	Real				-50
ESI	Phoenix Community PS (Mod 06/7/8)	Phasing	-968			
ESI	Dev Opps - Headcorn PS	Phasing			-600	
ESI	Maplesden Noakes (Mod 06/7/8)	Phasing	-582			
ESI	SSR - Milestone School	Real		-553		
ESI	Kennington Juniors (Mod 04/5/6)	Phasing	-551			
ESI	Tovil PS (Archbishop Courtenay)	Phasing	-528			
ESI	SSR - Bower Grove School	Phasing		-406		
ESI	SSR - Ridgeview School	Phasing			-303	
	SSR - Ridgeview School	Real			-98	
ESI	The Wildernesse School (Mod 06/7/8)	Phasing	-400			
ESI	Non Delegated PRU's	Phasing	-387			
ESI	SSR - The Harbour School	Real		-363		
ESI	Crockenhill Primary (Mod 04/5/6)	Phasing	-344			
			-5,760	-8,040	-8,049	-5,094
			-5,432	-7,776	-7,799	-5,094

1.2.4 Projects re-phasing by over £1m:

Several of the projects detailed below are funded partially or entirely by capital receipts. Assumptions have been made regarding the timing of these receipts. If, however, the actual timing of these receipts differs from our assumptions then we may need to borrow

temporarily until the receipt is realised if we cannot manage this short term funding within the overall programme.

1.2.4.1 Kingsmead (Development Opportunities) – slippage £4.0million

This scheme is designed to provide a new 1.5FE school to replace the existing Kingsmead & Diocesan Smith Payne Primary School. The only expenditure that is likely to be incurred in 2007/08 is the site purchase and minimal development costs. The project has slipped by £4m representing 57% of the total value of the scheme. Its start has been delayed due to time taken to agree the purchase of the new site from Canterbury City Council. Until the new facility becomes available, education provision will continue at Kingsmead and Diocesan Smith Payne Primary Schools. The project which was expected to complete in 2007/08 is now expected to become available in August 2009. Until the scheme has been developed and the existing site sold it is assumed that the scheme will be self funding although there is an expectation that the eventual position could require additional funding to be identified. This could be in the order of £2m. Any such cost pressures caused by the delay will be addressed either by management action to deliver compensating savings or by identification of additional funding to contain the overall capital programme within existing cash limits over the medium term.

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	10	7,000	0	0	0	7,010
Forecast	10	3,000	2,462	1,538		7,010
Variance	0	-4,000	2,462	1,538	0	0
FUNDING						
Budget:						
supported borrowing	10					10
prudential		7,000	-7,000			0
capital receipts			7,000			7,000
TOTAL	10	7,000	0	0	0	7,010
Forecast:						
supported borrowing	10					10
prudential		3,000	-3,000			0
capital receipts			5,462	1,538		7,000
TOTAL	10	3,000	2,462	1,538	0	7,010
Variance	0	-4,000	2,462	1,538	0	0

1.2.4.2 Castle Hill PS (Freshstart Scheme) – slippage £2.438million

This scheme primarily funded by government grant is designed to provide a replacement facility. It has slipped by £2.438 million representing 65% of the total value of the scheme. It has taken longer than initially planned to develop the scheme to a position whereby Corporate Property can take the scheme forward. It is now with Corporate Property to progress. There will be an impact on the completion date but this will be minimised as we move forward. Education provision during the build/refurbishment, some of which was always planned to be in temporary mobile accommodation, will move forward as planned albeit in a different timescale. The pre tender estimated cost indicates a small overspend on the scheme, for which the precise funding still needs to be identified, but this will be managed within the overall capital programme.

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	217	3,544	0	0	0	3,761
Forecast	217	1,106	2,480	40	0	3,843
Variance	0	-2,438	2,480	40	0	82
FUNDING						
Budget:						
grant	217	3,044				3,261
capital receipts		500				500
TOTAL	217	3,544	0	0	0	3,761
Forecast:						
grant	217	1,106	1,938			3,261
capital receipts			500			500
Unidentified			42	40		82
TOTAL	217	1,106	2,480	40	0	3,843
Variance	0	-2,438	2,480	40	0	82

1.2.4.3 Dartford Grammar School for Girls (Basic Need) – slippage £ 2.0million

This scheme is designed to provide the school with a new sports hall & refurbished classrooms and is linked to the main Dartford Campus scheme. It has slipped by £2.0m representing 100% of the total value of the scheme. The project start date has slipped into the next financial year as it cannot begin until the Dartford Campus scheme has finished. Work is expected to start in late 2008 and complete by Christmas 2009. Until the new facility becomes available the School will continue with their current arrangements, inadequate sporting facilities (school hall and small gymnasium) and mobile classrooms, until the new facility becomes available. Until such time as tenders are received we will not know if there will be any financial implications arising from the delay.

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	0	2,000	400	0	0	2,400
Forecast	0	0	100	2,300	0	2,400
Variance	0	-2,000	-300	2,300	0	0
FUNDING						
Budget:						
supported borrowing		1,000	400			1,400
capital receipts		1,000				1,000
TOTAL	0	2,000	400	0	0	2,400
Forecast:						
supported borrowing				1,400		1,400
capital receipts			100	900		1,000
TOTAL	0	0	100	2,300	0	2,400
Variance	0	-2,000	-300	2,300	0	0

1.2.4.4 Dartford Campus (Development Opportunities) - slippage £1.320 million

This major scheme provides for replacement secondary, primary and nursery facilities plus Adult Education. It is a complicated scheme funded from a combination of funding sources. Difficulties were encountered obtaining the necessary Section 77 and Schedule 22 approvals (regulations relating to the sale of school playing fields) from the DfES (as then was). The result has been a delay in scheme delivery and an increase in cost. It has slipped by £1.320m representing approximately 7% of the total value of the scheme. Although the Dartford Technology College element of the scheme is not scheduled to complete until November 2008, Westgate Primary School opened in June and the Adult Education and Nursery are scheduled to open in March 2008 and July 2008 respectively. Current education provision will continue in its current format until the new facilities become available. The financial implications of this delay and disruption are forecast to add £3m to the overall cost of the scheme which will be addressed by a combination of management action elsewhere in the programme and the identification of additional capital receipts.

Revised phasing of the scheme is now as follows.

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	9,060	9,348	1,500	92	0	20,000
Forecast	9,060	8,028	5,912	0	0	23,000
Variance	0	-1,320	4,412	-92	0	3,000
FUNDING						
Budget:						
supported borrowing	5,846	1,526		92		7,464
grant	1,500	3,000	1,500			6,000
capital receipts	1,714	4,822				6,536
TOTAL	9,060	9,348	1,500	92	0	20,000
Forecast:						
supported borrowing	5,846	206	1,412			7,464
grant	1,500	3,000	1,500			6,000
capital receipts/unidentified	1,714	4,822	3,000			9,536
TOTAL	9,060	8,028	5,912	0	0	23,000
Variance	0	-1,320	4,412	-92	0	3,000

1.2.4.5 The Orchard School (Special Schools Review) – slippage £1.723 million

The review of special schools in Kent, of which the Orchard School project is just one, reflects the commitment of the County Council to continue to provide parents with the potential to choose special school education for their child as close as possible to the family home.

The Orchard School's former designation was for 108 boys and girls aged between 5-16 with moderate learning difficulties. The school was re-designated in September 2004 to become a 5-16 day provision for 96 boys and girls with a combination of Behaviour and Learning needs (which includes up to 12 primary aged pupils with Behavioural, Emotional and Social need). The work comprises of a mixture of new-build and refurbishment to the main part of the school and two satellite centres for primary aged pupils, one in south Ashford and the other location to be determined. The scheme, which is at approval to plan stage, has slipped by £1.723m representing 29% of the total value of the scheme. The

slippage from 2007/08 to 2008/09 is due to the satellite centres for Primary aged pupils being on hold. Delay to the programme of works will not significantly impact on the function of the school.

Revised phasing of the scheme is now as follows.

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	940	4,108	862	40	0	5,950
Forecast	940	2,385	2,636	0	0	5,961
Variance	0	-1,723	1,774	-40	0	11
FUNDING						
Budget:						
supported borrowing	905		862	40		1,807
prudential/revenue		139				139
capital receipts	35	3,969				4,004
TOTAL	940	4,108	862	40	0	5,950
Forecast:						
supported borrowing	905		902			1,807
prudential/revenue			139			139
capital receipts	35	2,385	1,584			4,004
unidentified			11			11
TOTAL	940	2,385	2,636	0	0	5,961
Variance	0	-1,723	+1,774	-40	0	+11

1.2.4.6 St James the Great Primary School (Development Opportunities) – slippage £1.237 million

This scheme is a self funding replacement primary school scheme. It has slipped by £1.237m representing 47% of the total value of the scheme. The scheme was unexpectedly delayed by an objection from English Heritage. This has now been resolved and the scheme is progressing. Although the project will not be starting as early as expected we still expect the completion date of September 2008 to be achieved. Until such time as tenders are received we will not know if there will be any financial implications arising from the delay.

Revised phasing of the scheme is now as follows.

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	116	1,900	600	0	0	2,616
Forecast	116	663	1,824	13	0	2,616
Variance	0	-1,237	1,224	13	0	0
FUNDING						
Budget:						
supported borrowing	116					116
prudential		-150				-150
capital receipts		2,050	600			2,650
TOTAL	116	1,900	600	0	0	2,616
Forecast:						
supported borrowing	116					116
prudential		-150				-150
capital receipts		813	1,824	13		2,650
TOTAL	116	663	1,824	13	0	2,616
Variance	0	-1,237	1,224	13	0	0

1.2.4.7 Istead Rise (Development Opportunities – slippage £1.0 million)

This is a self funding replacement 1.5 FE primary school scheme which is planned to bring together the junior and infant elements into the same building. The scheme has slipped by £1.0m representing 25% of the total scheme value. The slippage has been caused by the school being unhappy with the original feasibility. A revised feasibility has been completed and the school are currently considering the proposals. Because of the delay, the completion date is now expected to be August 2009 rather than completion during 2008/09. The School will continue in its present split site format until the proposed provision becomes available. Until such time as tenders are received and appraised we will not know if there will be any financial implications arising from the delay.

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	0	1,100	2,750	150	0	4,000
Forecast		100	2,900	1,000	0	4,000
Variance	0	-1,000	150	850	0	0
FUNDING						
Budget:						
prudential		1,100	-1,100			0
capital receipts			3,850	150		4,000
TOTAL	0	1,100	2,750	150	0	4,000
Forecast:						
prudential		100	-100			0
capital receipts		0	3,000	1,000		4,000
TOTAL	0	100	2,900	1,000	0	4,000
Variance	0	-1,000	150	850	0	0

1.2.4.8 Minster School (Academies) – slippage £1.0 million

This is an Academy scheme scheduled for the Isle of Sheppey. It has slipped by £1.0m representing 100% of the total value of the scheme. The scheme has slipped as a result of the Secretary of States decision to have an independent review of the planned provision undertaken in light of objections. Agreement has recently been agreed between the Secretary of State and the Leader as to the way forward which is to site the Academy at both Minster College and Cheyne Middle School. Other than the delay there are no financial implications as the £1.0m is KCC's sponsorship to the Academy project.

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	0	1,000	0	0	0	1,000
Forecast	0	0	1,000	0	0	1,000
Variance	0	-1,000	1,000	0	0	0
FUNDING						
Budget:						
capital receipts		1,000				1,000
TOTAL	0	1,000	0	0	0	1,000
Forecast:						
capital receipts		0	1,000			1,000
TOTAL	0	0	1,000	0	0	1,000
Variance	0	-1,000	1,000	0	0	0

1.2.5 Projects with real variances

The overall variance over the lifetime of the Medium Term Plan indicates an underspend of £25.213m. However an overspend of £0.572m on the Modernisation project at Crockenhill Primary School will be met by an additional contribution from the land disposal of Red House and Garages which form part of the school site. The receipt is expected to be £0.7m with the extra income contributing to other programme pressures.

After allowing for this additional funding the true underlying variance on the Education & School Improvement portfolio is a saving of £25.913m. The main contributing factors are as follows:

Savings:

- The Development Opportunity projects at Axton Chase School (£20m) and Folkestone School for Girls (£9.1m), where both projects are at initial planning stage, are on hold.
- Lesser savings have been achieved on the following: Development Opportunity projects at Greenfields (£0.274m) and Newington (£0.134m) where costs are now estimated to be less than the approved cash limits plus ICT replacement costs (£0.150m) where the budget manager is confident that savings against cash limit can be made.
- Although in Table 4 there are several Special Schools Review projects (SSR) that are showing real savings in 2007/08, there are pressures on other SSR projects in future years. Over the lifetime of the programme we expect to remain within the overall cash limit.

Overspends - There are a number of overspends which offset the savings listed above:

- Dartford Campus (£3.0m) - see template & reason at 1.2.4.4 above.
- An overspend on The North School, Ashford project (£0.328m) which is partly due to indexation costs and partly due to a lump sum life cycle contribution which wasn't previously forecast.
- There is also an overspend, estimated to be £0.250m on the Primary Pathfinder Programme where there is a need for development costs to be incurred in 2007/08 ahead of government funding which comes on stream in 2008/09.

Overall this leaves a residual balance of +£0.167m on a number of more minor projects.

1.2.6 General Overview of capital programme:

(a) Risks

The major risk remains those that were associated with the programme when it was approved, namely that a number of projects are wholly or partly dependant on capital receipts and/or external funding and if this funding is not achieved the projects will not proceed. This is particularly relevant to The Bridge Development at Dartford which has been increased from £3.699m to £8.5m and is to be fully funded by development contributions. In the event that the developer contribution is insufficient to cover the costs of the project the capital programme will either need to be reduced to compensate or additional resources will need to be found.

(b) Details of action being taken to alleviate risks

If external funding/capital receipts are not realised and this shortfall cannot be managed within the capital programme, then Members would be asked to consider the cancellation of projects.

1.2.7 PFI projects

- Schools PFI

The £92.4m investment in the Schools PFI project represents investment by a third party. No payment is made by KCC for the new/refurbished assets until the assets are ready for use and this is by way of a unitary charge to the revenue budget through an equalisation reserve.

	Previous Years	2007-08	2008-09	2009-10	Total
	£'000s	£'000s	£'000s	£'000s	£'000s
Budget	89,709	2,701	0	0	92,410
Actual/Forecast	85,735	6,675	0	0	92,410
Variance	-3,974	3,974	0	0	0

(a) Progress and details of whether costings are still as planned (for the 3rd party)

It is envisaged that the third party contractor will have incurred some additional costs beyond the capital expenditure originally priced as a result of the delays. This is a risk that is borne entirely by the third party contractor and is not reported to the Authority.

(b) **Implications for KCC of details reported in (a) i.e. could an increase in the cost result in a change to the unitary charge ?**

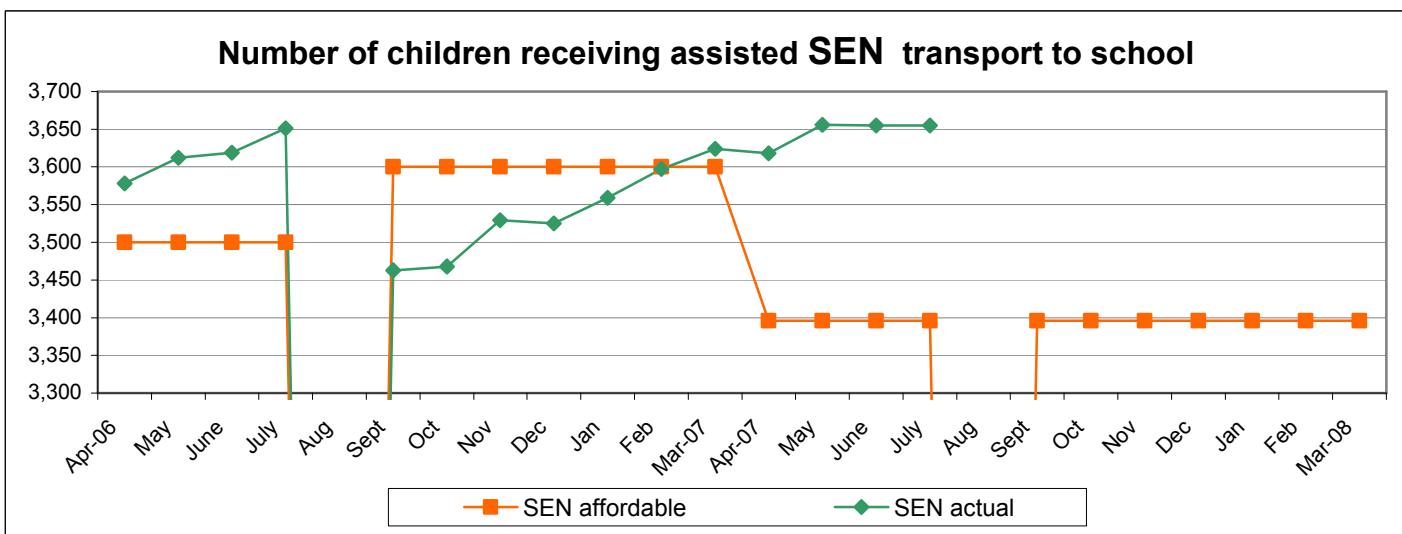
The delays to the construction programme do not impact on the level of the unitary charge that is payable by KCC to the contractor as any delays, unless caused by the Authority, are at the risk of the third party contractor. The unitary charge (as a percentage for each school) does not become payable until the relevant school has been completed and is ready for occupation. As a consequence, the revenue expenditure that is met from the equalisation reserve for 2006/07 and 2007/08 is less than expected.

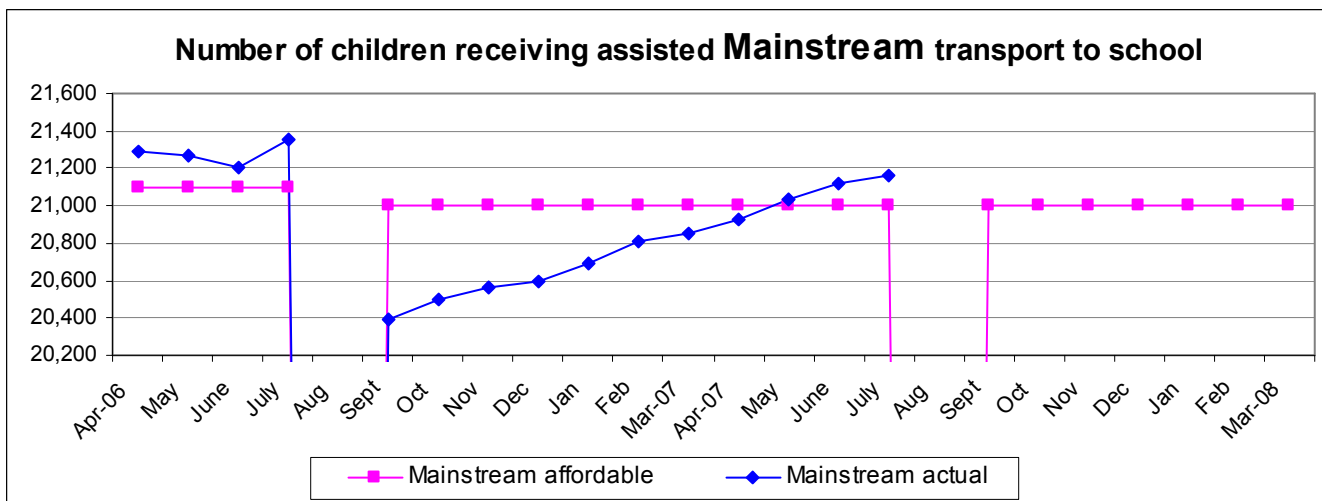
Overall, there will be no net effect on the forecast revenue position for the current year as payments will continue to be made into the equalisation reserve to meet future expenditure.

2. KEY ACTIVITY INDICATORS AND BUDGET RISK ASSESSMENT MONITORING

2.1 Numbers of children receiving assisted SEN and Mainstream transport to school:

	2006-07				2007-08			
	SEN		Mainstream		SEN		Mainstream	
	planned	actual	planned	actual	affordable	actual	Affordable	actual
April	3,500	3,578	21,100	21,285	3,396	3,618	21,000	20,923
May	3,500	3,612	21,100	21,264	3,396	3,656	21,000	21,032
June	3,500	3,619	21,100	21,202	3,396	3,655	21,000	21,121
July	3,500	3,651	21,100	21,358	3,396	3,655	21,000	21,164
August	0	0	0	0			0	
September	3,600	3,463	21,000	20,392	3,396		21,000	
October	3,600	3,468	21,000	20,501	3,396		21,000	
November	3,600	3,529	21,000	20,561	3,396		21,000	
December	3,600	3,525	21,000	20,591	3,396		21,000	
January	3,600	3,559	21,000	20,694	3,396		21,000	
February	3,600	3,597	21,000	20,810	3,396		21,000	
March	3,600	3,624	21,000	20,852	3,396		21,000	



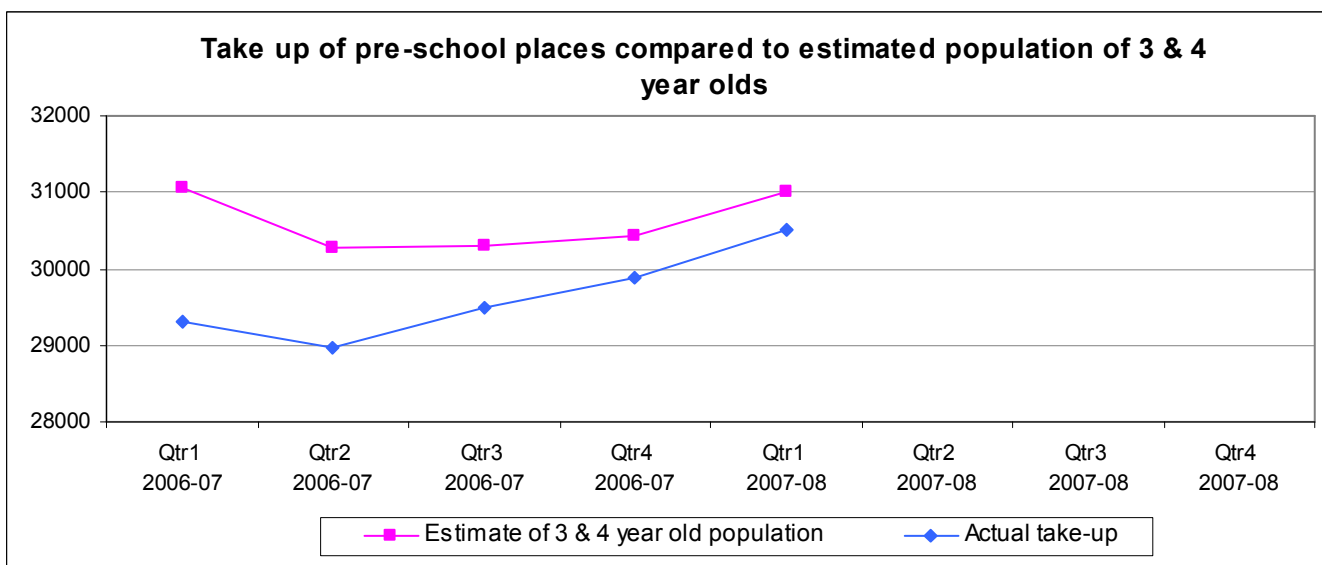


Comments:

- **SEN HTST** - The significant gap between the actual and affordable assisted SEN transport to school relates to the savings targets which have significantly reduced the affordable level from last year. The affordable level has been calculated by dividing the 2007/08 budget (after it has been reduced for the savings target) by the current average cost per child.
- **Mainstream HTST** - There is a slight increase on the actual number of children receiving assisted mainstream transport to schools and this is reflected by the £32k pressure shown in table 1 above.

2.2.1 Take up of pre-school places against the estimate of 3 & 4 year old population, split between Private Voluntary and Independent Sector (PVI) places and School places:

	2006-07			2007-08				
	Total places taken up	Estimate of 3 & 4 year old population	% take up	PVI places taken up	School places taken up	Total places taken up	Estimate of 3 & 4 year old population	% take up
April - June	29,307	31,062	94%	21,027	9,475	30,502	31,019	98%
July - Sept	28,963	30,287	96%					
Oct - Dec	29,498	30,289	97%					
Jan - March	29,878	30,419	98%					

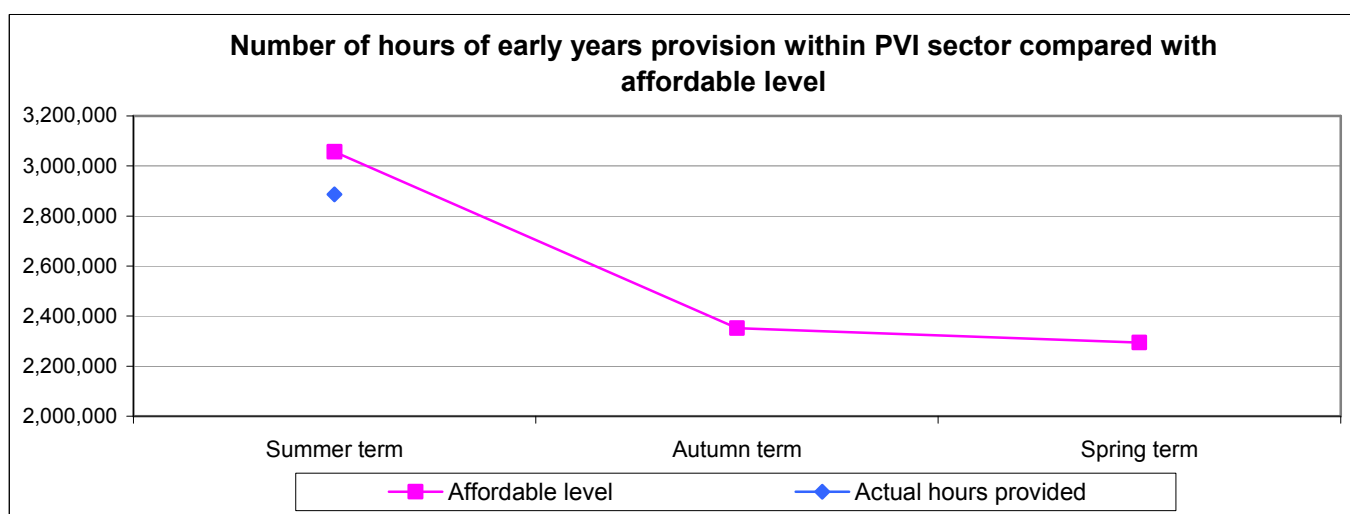


Comments:

- This graph shows that currently 98% of the estimated population of 3 and 4 year olds are receiving some level of early years provision, whether this be one session per week for 33 weeks or the maximum of five sessions per week for the full 38 weeks. This activity indicator is based on headcount and provides a snapshot position at a point in time, whereas the activity data in 2.2.2 below provides details of the number of hours provided in the Private, Voluntary & Independent sector, and will correlate with the variance on the Early Years budget within the Management Information Unit. However as this budget is funded entirely from DSG, any surplus or deficit at the end of the year must be carried forward to the next financial year in accordance with the regulations, and cannot be used to offset over or underspends elsewhere in the directorate budget. Therefore, as any unspent Early Years funding has to be returned to schools, at year end any underspend will be transferred to the schools unallocated reserve for DSG and hence is not included in the overall directorate forecast shown in table 1, but will be reported in the narrative in section 1.1.3 of this annex.

2.2.2 Number of hours of early years provision provided to 3 & 4 year olds within the Private, Voluntary & Independent Sector compared with the affordable level:

	2007-08	
	Affordable number of hours	Actual hours provided
Summer term	3,056,554	2,887,134
Autumn term	2,352,089	
Spring term	2,294,845	
	7,703,488	2,887,134



Comments:

- The affordable number of hours per term is based on an assumed level of take-up and the assumed number of weeks the providers are open. The variation between the terms is due to two reasons: firstly, the movement of 4 year olds at the start of the Autumn term into reception year in mainstream schools; and secondly, the terms do not have the same number of weeks.
- The current activity suggests an underspend on this budget which has been mentioned in section 1.1.3.8 of this annex.
- It should be noted that not all parents currently take up their full entitlement and this can change during the year.

2.3 Number of schools with deficit budgets compared with the total number of schools:

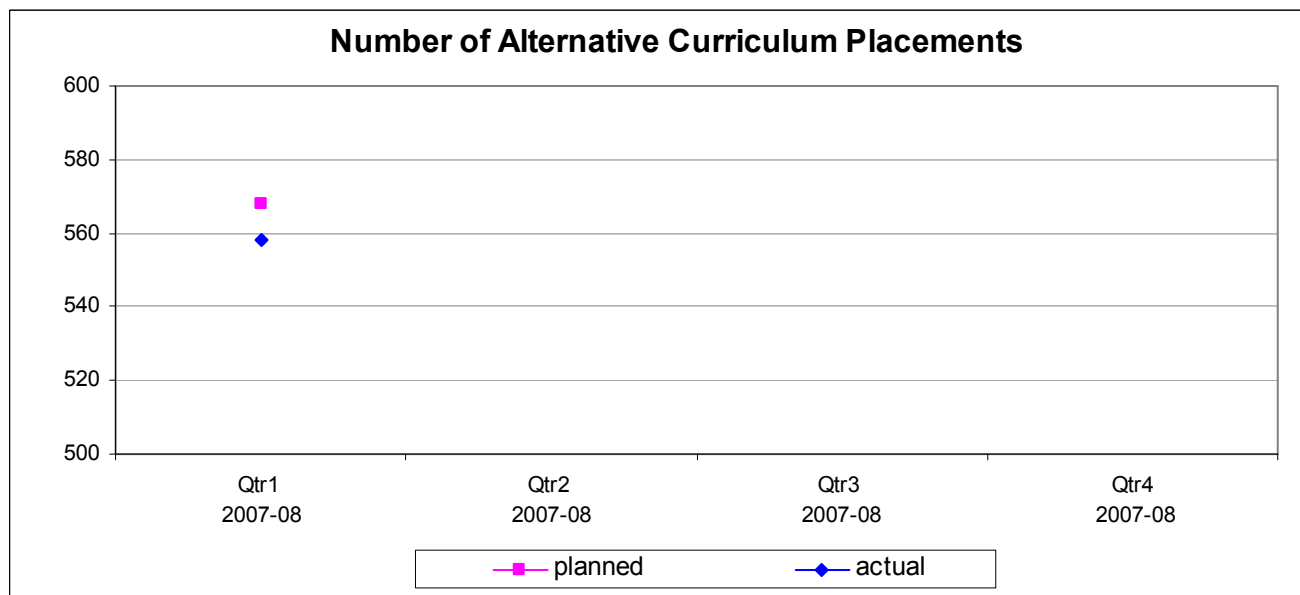
	2005-06	2006-07	2007-08
	as at 31-3-06	as at 31-3-07	Projection
Total number of schools	600	596	575
Total value of school revenue reserves	£70,657k	£74,376k	£74,376k
Number of deficit schools	9	15	14
Total value of deficits	£947k	£1,426k	£1,132.3k

Comments:

- KCC now has a “no deficit” policy for schools, which means that schools cannot plan for a deficit budget at the start of the year. Unplanned deficits will need to be addressed in the following year’s budget plan, and schools that incur unplanned deficits in successive years will be subject to intervention by the LA, which could ultimately mean suspending delegation.
- The CFE Deficit and Compliance team are working with all schools currently reporting a deficit with the aim of returning the schools to a balanced budget position as soon as possible. This involves agreeing a management action plan with each school.

2.4 Number of Alternative Curriculum Placements:

	2007-08	
	planned	actual
April - June	568	558
July - September		
October - December		
January - March		



Comments:

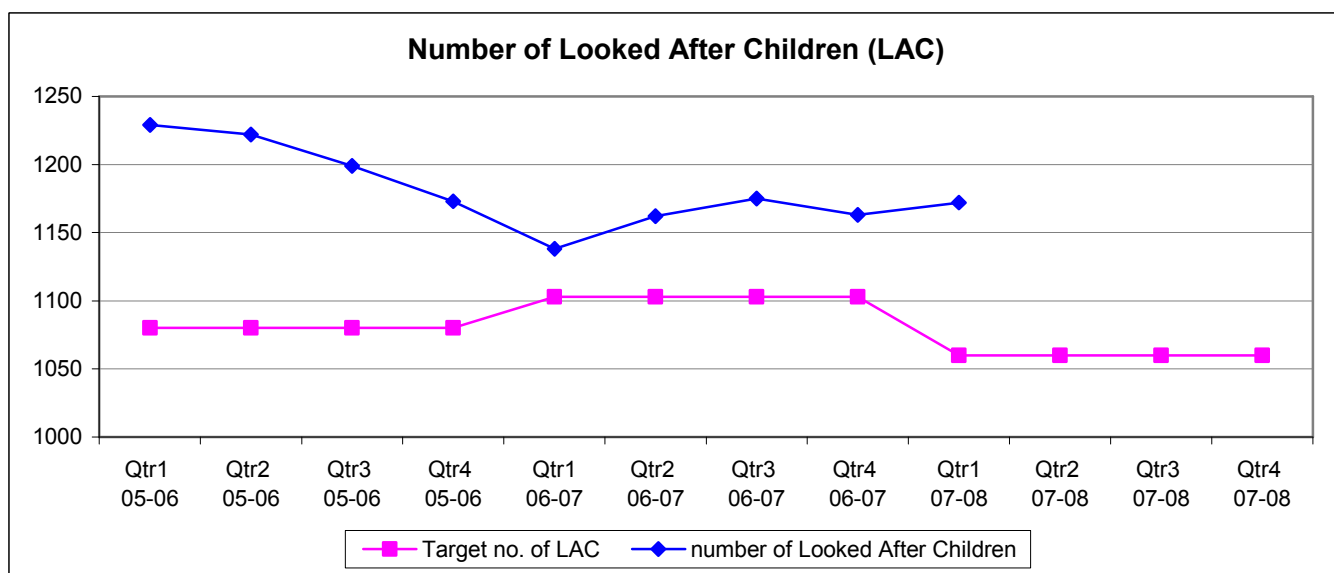
- Full time alternative curriculum places need to be purchased 6 months in advance in order to secure them. From September 2007, new Government guidelines require excluded pupils to be placed in full-time education within 6 days of being excluded. The vast

majority of excluded pupils are currently placed in alternative curriculum provision within 10 days, but the service is expected to meet the new target.

- The number of planned places will change in September 2007 when the new academic year's places are purchased. The above graph will be updated accordingly.

2.5 Numbers of Looked After Children (LAC):

	2005-06		2006-07		2007-08	
	Target	number of Looked After Children	Target	number of Looked After Children	Target	number of Looked After Children
Apr – Jun	1,080	1,229	1,103	1,138	1,060	1,172
Jul – Sep	1,080	1,222	1,103	1,162	1,060	
Oct – Dec	1,080	1,199	1,103	1,175	1,060	
Jan – Mar	1,080	1,173	1,103	1,163	1,060	

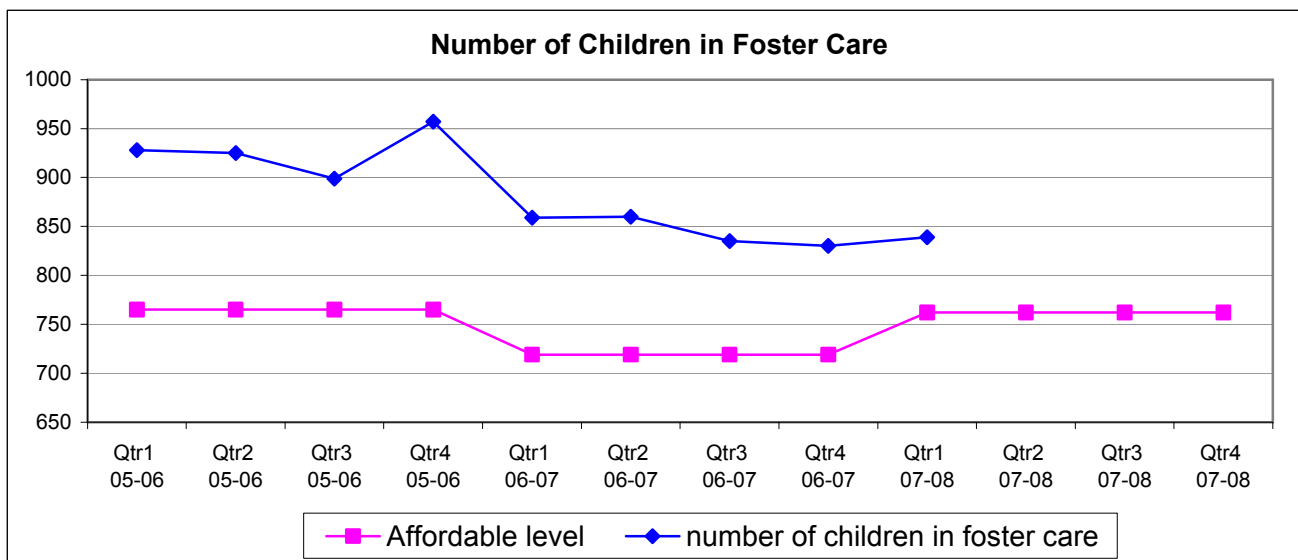


Comments:

- The current number of looked after children compared to the targeted level is of cause for concern. A piece of work has started to look in detail at the associated budget lines and any financial implications will be reported next month.

2.6 Number of Children in Foster Care:

	2005-06		2006-07		2007-08	
	Target	number of children in foster care	Target	number of children in foster care	Target	number of children in foster care
Apr - Jun	765	928	719	859	762	839
Jul - Sep	765	925	719	860	762	
Oct - Dec	765	899	719	835	762	
Jan - Mar	765	957	719	830	762	



Comments:

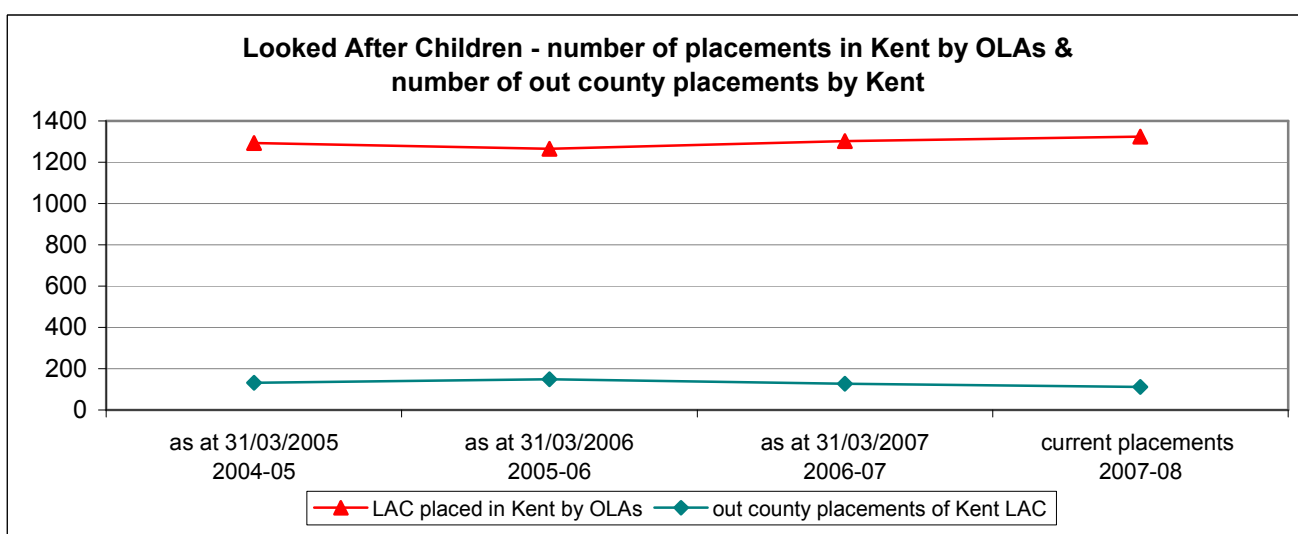
- The current number of children in foster care compared to the target is of cause for concern given the additional funding provided through the MTP process. A piece of work has started to look in detail at this budget and any financial implications will be reported next month.

2.7 Number of Placements in Kent of LAC by other Authorities:

2004-05 as at 31/03/2005	2005-06 as at 31/03/2006	2006-07 as at 31/03/2007	2007-08 Current placements
1,294	1,266	1,303	1,325

2.8 Number of Out County Placements of LAC by Kent:

2004-05 as at 31/03/2005	2005-06 as at 31/03/2006	2006-07 As at 31/03/2007	2007-08 Current placements
132	149	127	112

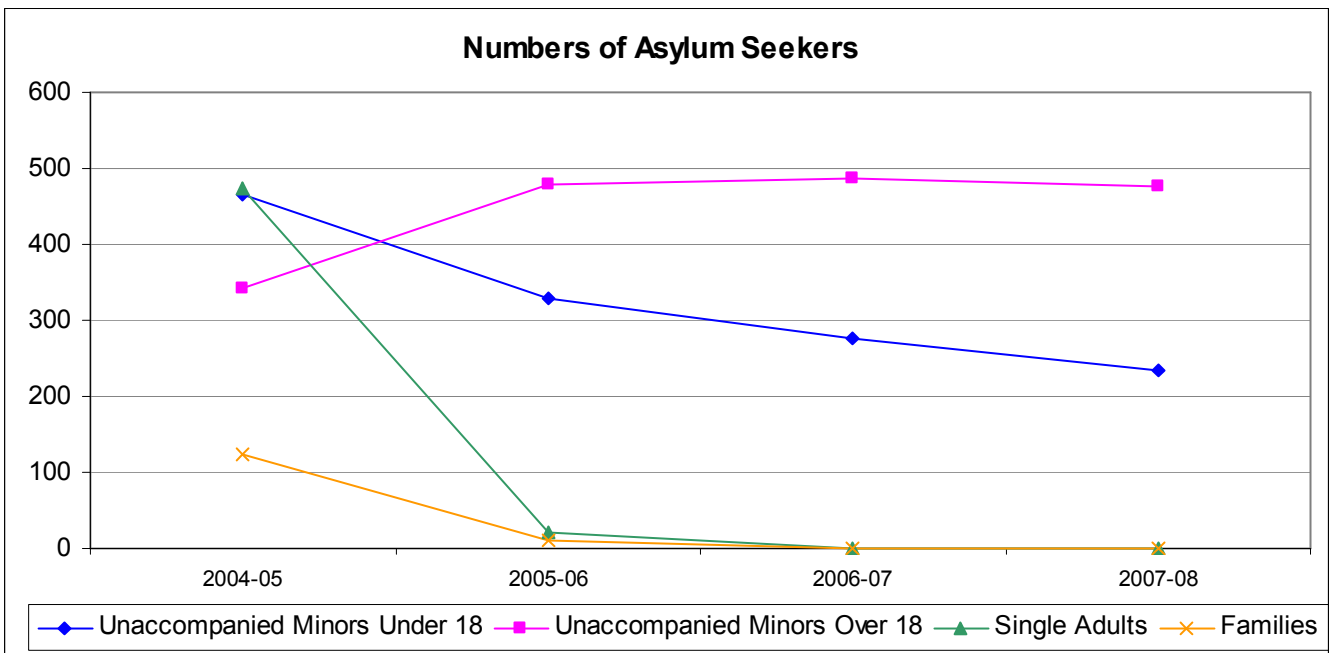


Comment:

- Children Looked After by KCC may on occasion be placed out of the County, which is undertaken using practice protocols that ensure that all long-distance placements are justified and in the interests of the child. All Looked After Children are subject to regular statutory reviews (at least twice a year), which ensures that a regular review of the child's care plan is undertaken. The majority (over 99%) of Looked After Children placed out of the Authority are either in adoptive placements, placed with a relative, specialist residential provision not available in Kent or living with KCC foster carers based in Medway.
- Please note that the current number of looked after children placed out of county includes an estimate of the number of adopted children based on the historic position.

2.9 **Numbers of Asylum Seekers (by category):**

	2004-05	2005-06	2006-07	2007-08
	31-03-05	31-03-06	31-03-07	30-06-07
	Number	Number	Number	Number
Unaccompanied Minors Under 18	466	330	277	233
Unaccompanied Minors Over 18	343	480	487	476
Single Adults	474	20	0	0
Families	123	10	0	0

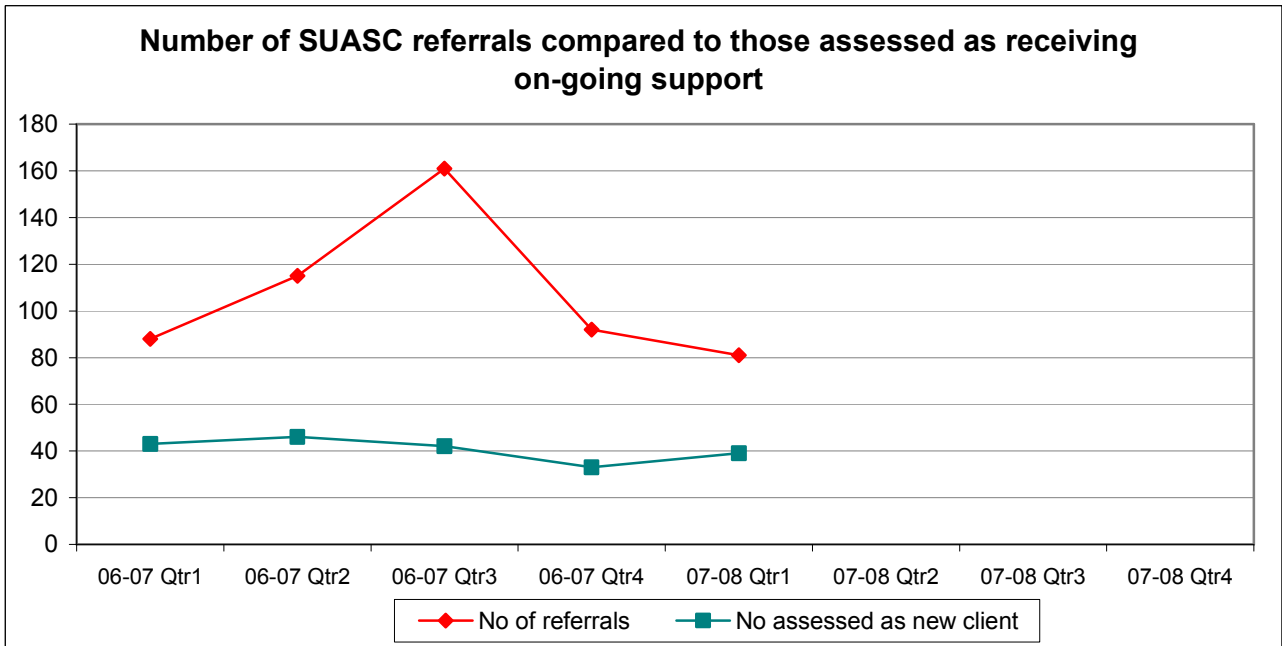


Comment:

- The numbers above refer to clients who have been assessed as qualifying for asylum. The numbers have reduced in line with expectation.

2.10 Numbers of Asylum Seeker referrals compared with the number assessed as qualifying for on-going support from Service for Unaccompanied Asylum Seeking Children (SUASC) i.e. new clients:

	2006-07			2007-08		
	No. of referrals	No. assessed as new client	%	No. of referrals	No. assessed as new client	%
April - June	88	43	49%	81	39	48%
July - Sept	115	46	40%			
Oct - Dec	161	42	26%			
Jan - March	92	33	36%			



Comments:

- The number of referrals in the first quarter is slightly below forecast (90) and the same period last year (88). The percentage of referrals that become on-going referrals has risen to almost the forecast level of 50%.

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CHILDREN, FAMILIES & EDUCATION DIRECTORATE SUMMARY OCTOBER 2007-08 FULL MONITORING REPORT

1. FINANCE

1.1 REVENUE

- 1.1.1 All changes to cash limits are in accordance with the virement rules contained within the constitution, with the exception of those cash limit adjustments which are considered “technical adjustments” ie where there is no change in policy, including:
- Allocation of grants and previously unallocated budgets where further information regarding allocations and spending plans has become available since the budget setting process.
 - Cash limits have been adjusted since the last full monitoring report to reflect the new portfolio structure and a number of technical adjustments to budget.
- 1.1.2 **Table 1** below details the revenue position by Service Unit:

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
OPERATIONS, RESOURCES & SKILLS (CFE) portfolio							
Delegated Budget:							
- Delegated Schools Budget	837,274	-80,517	756,757	15,000	0	15,000	expected drawdown of reserves of up to £15m due to the balance control mechanism
- Standards Fund (incl SSG)	101,695	0	101,695	0	0	0	
TOTAL DELEGATED	938,969	-80,517	858,452	15,000	0	15,000	
Non Delegated Budget:							
- Finance	3,384	-931	2,453	-19	0	-19	
- Awards	5,066	-999	4,067	-19	67	48	
- Grant income & contingency	5,232	-924,317	-919,085	0	0	0	
- Personnel & Development	15,739	-3,493	12,246	613	107	720	Pensions overspend £474k; redundancy overspend due to closed schools £225k
- School Support Service	53	0	53	0	0	0	
- Capital Strategy	4,880	-3,284	1,596	964	11	975	costs previously charged to capital
- Building Schools for the Future	0	0	0	0	0	0	
- Client Services	6,810	-4,281	2,529	29	0	29	
- Business Management	2,760	-143	2,617	15	-16	-1	
- ICT	13,987	-3,635	10,352	7	0	7	
- Health & Safety	434	-8	426	6	-1	5	
- Strategic Management	1,785	-103	1,682	0	0	0	
- Kent Music School	838	0	838	0	0	0	
- Extended Schools	5,818	-2,261	3,557	55	-40	15	
-14-24 unit	1,490	-94	1,396	0	0	0	
- School Organisation	2,851	-141	2,710	22	-22	0	
- Mainstream HTST	15,432	-484	14,948	-93	51	-42	
- SEN HTST	14,806	0	14,806	696	0	696	Travel requirements of SEN children have increased and the service is unable to meet all of the £989k savings targets
- Clusters	17,718	-2,654	15,064	-34	0	-34	
- Kent Children's Trusts	536	0	536	0	0	0	
- AEN & Resources	13,577	-3,722	9,855	0	0	0	
- Independent Sector Provision	9,719	-260	9,459	0	0	0	
TOTAL NON DELEGATED	142,915	-950,810	-807,895	2,242	157	2,399	
OR&S Assumed Mgmt Action						-1,829	

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
OR&S Non delegated forecast after Mgmt Action				2,242	157	570	
Total OR&S incl delegated	1,081,884	-1,031,327	50,557	17,242	157	15,570	
CHILDREN, FAMILIES & EDUCATIONAL ACHIEVEMENT portfolio:							
- Attendance & Behaviour Service	16,431	-5,359	11,072	0	0	0	
- Specialist Teaching Service	3,064	-337	2,727	0	0	0	
- Educational Psychology Service	3,721	-129	3,592	-74	34	-40	
- Minority Community Achievement	1,850	-96	1,754	0	0	0	
- Children's Safeguard Service	763	-13	750	0	0	0	
- Joint Commissioning	2,431	-226	2,205	0	0	0	
- Commissioning General	146	0	146	0	0	0	
- In House Residential care	2,630	-25	2,605	-156	-10	-166	savings from closure of Alderden £180k
- Ind sector residential care	3,465	-351	3,114	2,706	-700	2,006	higher number of placements than budgeted for, plus 3 children in secure accommodation costing £750k in 07-08
- Residential care - not looked after children	649	-7	642	-163	-12	-175	Number of placements reduced
- KCC Family support	9,736	-892	8,844	-155	-81	-236	staff vacancies; various income
- Family group conferencing	1,106	-241	865	-4	-17	-21	
- Fostering service	21,396	-97	21,299	1,131	-107	1,024	Increase in independent fostering allowances & staffing; training income
- Adoption service	6,030	-22	6,008	76	-49	27	
- Independent Sector day care	885	0	885	-8	0	-8	
- Section 17	1,030	-5	1,025	-266	0	-266	managed underspend
- Link placements	232	0	232	-25	0	-25	
- Grants to voluntary organisations	7,166	-398	6,768	0	0	0	
- Direct payments	826	0	826	-198	0	-198	managed underspend
- Teenage pregnancy	616	0	616	0	0	0	
- Leaving care/16+	3,399	0	3,399	-419	-6	-425	managed underspend
- Other services support	5,325	-824	4,501	758	-219	539	legal costs, various income
- Assessment and related	19,018	-110	18,908	314	-219	95	high social worker recruitment costs, various income
- Policy & Service Development	9,519	-2,413	7,106	-9	0	-9	
- Management Information	28,045	-35	28,010	-38	-5	-43	
- International Development	194	-100	94	33	-4	29	
- Early Years & Childcare Operations unit	17,379	-234	17,145	26	-25	1	
- Advisory Service Kent (ASK) Secondary Team	3,273	0	3,273	-85	0	-85	
- ASK Primary Team	4,498	-650	3,848	-3	-20	-23	
- ASK Early Years Team	6,739	-187	6,552	-2	-10	-12	
- ASK Improvement & Leadership	2,808	-150	2,658	117	-122	-5	Increase in number of advisory headteachers offset by recharge to schools.

Budget Book Heading	Cash Limit			Variance			Comment
	G	I	N	G	I	N	
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s	
- ASK Improvement Partnerships	4,148	-85	4,063	-83	-22	-105	vacancies; increased income from schools
- ASK Professional Development	4,793	-2,217	2,576	0	0	0	
- Grant income & contingency	1,721	-75,182	-73,461	0	0	0	
Total CF&EA	195,032	-90,385	104,647	3,473	-1,594	1,879	
CF&EA Assumed Mgmt Action						-2,144	
CF&EA Forecast <u>after</u> Mgmt Action	195,032	-90,385	104,647	3,473	-1,594	-265	
- Asylum Seekers	13,200	-13,200	0	-1,122	4,518	3,396	
Total CF&EA incl. Asylum	208,232	-103,585	104,647	2,351	2,924	3,131	
SUMMARY:							
Total Delegated	938,969	-80,517	858,452	15,000	0	15,000	
Total Non Delegated (excl. Asylum)	337,947	-1,041,195	-703,248	5,715	-1,437	4,278	
Total Directorate Controllable (excl. Asylum)	1,276,916	-1,121,712	155,204	20,715	-1,437	19,278	
Directorate Assumed mgmt action						-3,973	
Total Directorate Controllable (excl. Asylum) <u>after</u> mgmt action	1,276,916	-1,121,712	155,204	20,715	-1,437	15,305	
Directorate Net Total (incl. Asylum) <u>before</u> mgmt action	1,290,116	-1,134,912	155,204	19,593	3,081	22,674	
Directorate Net Total (incl. Asylum) <u>after</u> mgmt action	1,290,116	-1,134,912	155,204	19,593	3,081	18,701	

1.1.3 Major Reasons for Variance: [provides an explanation of the 'headings' in table 2]

Table 2, at the end of this section, details all forecast revenue variances over £100k. Each of these variances is explained further below:

O,R&S (CFE) Portfolio

1.1.3.1 Personnel and Development

The Personnel and Development unit is projecting a £720k net overspend. The pensions budget is due to overspend by £474k, this has slightly increased since previously reported. The majority of the overspend is due to early retirements within schools, which is mainly the result of the number of recent schools closures and amalgamations. The remainder of the overspend is mainly attributed to the redundancy costs associated with closing schools (£225k) as a result of the implementation of the primary strategy and the transfer of 6 secondary schools to academies.

There is a gross and income variance of £100k which represents the income from schools associated with additional pensions contributions where teaching staff who have been incorrectly charged against the Kent pensions scheme, and the corresponding expenditure as this money is passed on to the teachers pension agency.

1.1.3.2 Capital Strategy (Gross)

Following the audit of the accounts and latest advice from the external auditors, £970k of items previously charged to capital will be processed through revenue. This includes tree safety costs of £270k and the costs of moving and hiring mobile classrooms estimated at £700k. This has been reported previously.

1.1.3.3 SEN Transport (Gross)

As part of the 2007-10 MTP process the SEN transport budget was reduced by 10% over the period 2007-09 and the Directorate was asked to look at implementing purchase cards as a way of delivering part of that saving (£870k) and keeping price increases to under 5% (£119k).

As part of that process to try and deliver the required savings we carried out a survey of all 3,500 users and a number of users have requested more information about making their own arrangements. Some of these may have the potential to be moved to a system of direct payments or a purchase card but whether that will generate savings will largely depend on the nature of the transport those students currently have. If they travel by bus or are one of a number of students in a taxi then KCC is unlikely to be able to realise any saving by moving them to a direct payment/purchase card arrangement as the existing bus/taxi will still need to run.

A pressure of £935k on this budget line was reported in the first full monitoring return in September which largely represented the low level of demand from parents to organise their own transport, along with inflation and appeals decisions.

However, a review and re-tender was recently undertaken of all single occupancy taxi journeys, and a potential saving was identified of £700k for a full academic year, equating to £400k for the remainder of the current financial year. The first two months of term saw a period of re-negotiations with parents and the identification of further children requiring transport to school, and as a result the saving from this process has been reduced to £239k. This means that the pressure we are forecasting on this budget is reduced to £696k from the previously reported £935k.

CF&EA Portfolio

1.1.3.4 In House Residential Care (Gross)

A saving of £180k is forecast as a result of the closure of the Alderden Centre.

1.1.3.5 Independent Sector Residential Care (Gross and Income)

A pressure of £2,706k is forecast, of which £750k has been previously reported resulting from 3 children being placed in high-cost secure placements. The remainder of the overspend is attributed to a 29% increase in the number of paid placement weeks compared to last year and an increase in the unit cost of these placements by 14%.

Additional Funding of £743k from education and health is expected for placements following agreement from the Joint Residential Assessment Panel for this financial year.

1.1.3.6 Residential Care – Non Looked after Children

A saving of £175k is forecast from a reduction of 2 placements; these children have been moved to looked after children residential care budget lines.

1.1.3.7 KCC Family Support (Gross)

A forecast underspend of £155k is due to the management of staff vacancies. A number of posts are being held vacant to help with the pressure on staffing on the Assessment and Related budget line.

1.1.3.8 Fostering Service (Gross and Income)

The independent fostering allowances budget is forecasting an overspend of £964k. There have been growing difficulties placing difficult children with foster parents, along with resistance from both the Guardians and the children themselves from being moved to alternative placements. This has resulted in a net increase of 12 placements since April 2007. This is partly being offset by £249k savings on other fostering lines due to management action.

The County Fostering Team is due to overspend by £416k due to staffing. This is partly offset by an increase in training income from this team of £107k.

1.1.3.9 Section 17 (Gross)

An underspend of £266k is forecast due to the management of section 17 payments to help with the pressure on the Fostering service budget lines.

1.1.3.10 Direct Payments (Gross)

An underspend of £198k is forecast due to managing a delay in introducing new clients to the direct payment scheme. This will result in a reduced take-up of direct payments for this financial year which will help with pressures on other children social services budget lines.

1.1.3.11 Leaving care/16+

Expenditure against this service is being managed in order to assist with pressures on other Children's Social Services budget lines, and is currently forecasting an underspend of £419k.

1.1.3.12 Other Services Support (Gross and Income)

There is a pressure of £559k forecast against the budget for Legal services due to higher than average monthly bills. This service line is currently under review with a view to identifying efficiencies.

The Out of Hours Service is currently forecasted to overspend by £219k but this is offset by additional income of £219k.

1.1.3.13 Assessment and Related (Gross and Income)

The forecast pressure on the assessment and related gross budget line is down to a shortfall in achieving the staffing savings target for 07/08 plus the introduction of market premium for new front-line social work staff (£264k and £30k respectively). Much of this has been offset by further income received from other projects mainly Education for Best Project £150k (Social Workers visiting schools to promote best behaviour).

1.1.3.14 ASK: Improvement and Leadership

The £117k overspend is due to an increase in the number of advisory head-teachers appointed. This is offset by recharging schools for their services and generating estimated income of £122k.

1.1.3.15 Asylum

The Asylum Service is now forecast to have a funding shortfall of £4,518k for the 2007-08 financial years, £4,018k of direct spending and £500k of indirect spending.

The overall funding shortfall is partly offset by the expected draw down of the remaining balance in the corporate asylum reserve of £1,122k, leaving a residual net pressure of £3,396k.

The forecast pressure of £4,518k is mainly due to the fact that the unit costs claimable under the grant conditions set by the Home Office and Department for Children, Schools & Families (DCSF) are significantly lower than the real unit costs of providing the service. The resulting shortfall in income is estimated to be £3,852k.

In August 2007, the Home Office announced that the grant rates for 2007-08 would remain at the same level as the previous year and would not be uplifted for inflation. The resulting shortfall in income is estimated to be £185k. Guidance has not yet been issued from the DCSF, but it is assumed that 2006-07 funding rates will apply.

The New Asylum Model (NAM) introduced by the Border Immigration Agency (BIA) is an attempt to streamline the decision process for new arrivals, with the aim of providing every applicant a decision in 7 weeks. The new procedures that the BIA have introduced has significantly increased the workloads on the Service for Unaccompanied Asylum Seeking Children (SUASC) staff, for example each of our clients is required to make at least three trips to either Croydon or Hayes, Middlesex for various immigration interviews - they have to be accompanied by two members of staff on each trip. These new procedures were introduced in April with little notice or consultation, and no additional funding has been made available to meet the increased costs, which are estimated to be around £135k for this financial year.

A further pressure of £115k has been identified this month due to a higher than usual referral rate. In October there were 70 referrals compared to 57 at the same time last year. This has costs implications for the service in terms of the numbers of agency staff and the additional accommodation that needs to be funded.

A further pressure of £70k is forecast due to the increased staffing needed to manage the currently large proportion of care leavers, and another £250k resulting from higher rental costs from landlords. This has been offset to some extent by the savings made from reduced client numbers of around £105k.

Finally, the change in client placements has resulted in additional forecast cost pressure of £16k.

In relation to previous years, there is also the issue of the outstanding grant income relating to our special circumstances bids for 2006-07 to the Home Office and the DCSF. Additionally, the special circumstances bid for 2005-06 to the DCSF remains outstanding. The 2006-07 Home Office bid is being audited next week and we should know by the end of December whether or not the funding has been approved. There is no formal procedure for the DCSF special circumstances bids and we are reliant on lobbying central government to meet these additional costs. A Joint Councils meeting was held at the LGA on 13 November to discuss the money nine local authorities, including Kent, Hillingdon and Hammersmith & Fulham, claim is owed to them by the Government for the care of unaccompanied asylum seeking children. It was agreed at this meeting to commission an independent audit of these costs to be completed in January and, on receipt of that report, KCC is to arrange a meeting with Ministers to take forward discussions. The Joint Councils meeting was followed by a very positive briefing of MPs and government officials at Westminster, attended by the Leader and Chief Executive, and we are now hoping to bring this long standing financial issue to a successful resolution.

As previously reported, we have assumed that we will be successful in receiving part of this income and the balance has been met from the Corporate Asylum reserve. If elements of these expected grants are challenged and we receive less income than we assumed from these special circumstances bids, then the forecast will increase from the current £4.518m.

Other Issues

1.1.3.16 **Payments to PVI providers for the free entitlement for 3 and 4 year olds (DSG)**

The latest forecast suggests an underspend of around £1.5m on payments to PVI providers for 3 and 4 year olds. This budget is funded entirely from DSG and therefore any surplus or deficit at the end of the year must be carried forward to the next financial year in accordance with the regulations, and cannot be used to offset over or underspends elsewhere in the directorate budget. Therefore, as any unspent Early Years funding has to be returned to schools, at year end any underspend will be transferred to the schools unallocated reserve for DSG and hence is not included in the overall directorate forecast in this report.

1.1.3.17 **Delegated Schools Budgets**

The half-yearly forecast from schools indicates a draw down of reserves this year of approximately £22m. Past experience indicates that this figure is overstated, but January 2007 saw the introduction of the 'balance control mechanism' which is a means of clawing back schools reserves over and above a specified level. We predict that this will start to have an impact on the level of reserves held by schools in this financial year, and we are therefore projecting a possible drawdown of reserves of up to £15m as schools undertake the projects that formed part of their 'committed' balances in the previous year.

Table 2: REVENUE VARIANCES OVER £100K IN SIZE ORDER

Pressures (+)			Underspends (-)		
portfolio		£000's	portfolio		£000's
ORS	Schools delegated budgets - expected drawdown of reserves	+15,000	CFEA	Asylum - potential draw down of residual balance in Corporate Asylum reserve (gross)	-1,122
CFEA	Asylum - Shortfall in income (income)	+4,518	CFEA	Independent sector residential care - funding from health and education (income)	-743
CFEA	Independent Sector Residential Care - increased number and cost of placements (gross)	+1,956	CFEA	Leaving care/16+ - managed underspend (gross)	-419
ORS	Capital Strategy - costs previously charged to capital (gross)	+970	CFEA	Section 17 - managed underspend (gross)	-266
CFEA	Fostering Service - independent fostering allowances (gross)	+964	CFEA	Fostering service - in-house fostering provision (gross)	-249
CFEA	Independent Sector Residential Care - children in secure accommodation	+750	CFEA	Other Services Support - Out of Hours service matched by additional expenditure (income)	-219
ORS	SEN Home to School Transport - savings targets linked to purchase cards (gross)	+696	CFEA	Direct payments - managed underspend	-198
CFEA	Other Services Support - Recharges from Legal services (gross)	+559	CFEA	In-house residential care - Alderden House (gross)	-180
ORS	Personnel and Development - Pensions budget (gross)	+474	CFEA	Residential care - Non Looked after children - reduction in placements (gross)	-175
CFEA	Fostering Service -County Fostering team staffing costs (gross)	+416	CFEA	KCC Family Support - management of staff vacancies (gross)	-155
CFEA	Assessment & Related - delay in achieving staffing savings target (gross)	+264	CFEA	Assessment & Related - additional income for Education for best project (income)	-150
ORS	Personnel and Development - closing schools redundancy costs (gross)	+225	CFEA	ASK: Improvement and Leadership - advisory headteachers recharge to schools (income)	-122
CFEA	Other Services Support - Out of Hours service covered by additional income (gross)	+219	CFEA	Fostering service - training income from county fostering team (income)	-107
ORS	ASK: Improvement and Leadership - increase in number of advisory headteachers (gross)	+117	ORS	Personnel and Development - reduction in expenditure from incorrectly placing staff on pension schemes (income)	-100
ORS	Personnel and Development - reduction in income from incorrectly placing staff on pension schemes (income)	+100			
		+27,228			-4,205

1.1.4 Actions required to achieve this position:

The above position can only be achieved as a result of a number of management actions which are now in place.

The balance control mechanism is designed to discourage schools from holding excessive reserves for future years and instead to spend their budgets for the benefit of the pupils in school today. The £15m "pressure" above represents an anticipated drawdown of reserves which would not be achievable without such a scheme being in place.

The pressure on the directorate budget would be significantly greater without the management action which has been put in place within the Children's Social Services budget lines. A number of

vacancies are being held and various other budgets are being managed in order to assist with the difficulties within the residential care and fostering lines.

The review undertaken within the SEN transport budget has enabled some savings to be achieved in this budget line.

1.1.5 Implications for MTFP:

Some of these ongoing pressures are being addressed through the 2008-11 MTFP process, such as fostering and covering the costs of services previously funded from capital. We are expecting to manage the remaining pressures downwards on an ongoing and sustainable basis, however if this is not fully achieved we may need to address some of these issues within an already extremely difficult 2008-11 MTFP.

1.1.6 Details of re-phasing of revenue projects:

None

1.1.7 Details of proposals for residual variance:

The Directorate intends to balance the 2007-08 budget using the proposals listed below:

- The majority of the pensions overspend relates to school staff and following a recent change there are now specific limited circumstances under which these costs can be charged to the DSG. The redundancy costs associated with closing schools may also be chargeable to DSG. This would be subject to proving an overall saving in the schools budget, such as that arising from a school closure under the Primary Strategy. In addition to this condition, it would also require school funding forum approval. Therefore we are currently investigating the possibility of using one-off DSG underspend from the previous financial year, to fund this **£699k** pressure.
- We have also received a one-off payment from the DCSF for prior year mandatory student awards, which we had not accrued for in the accounts, as the debt dated back to 2002-03. This will give us a further **£535k** to support the overspend in this financial year.
- The directorate has delayed the distribution of this year's superannuation uplift of **£1,107k** (ORS £463k, CFEA £644k) and has also held back a budget of **£132k** for the costs of the technology refresh programme. It is now proposed that managers will be required to cover the associated increase in costs from within existing budgets so that these funds may be used to cover the remainder of the portfolio's shortfall.
- The directorate underspent its LAA grant in 2006-07. This is one-off money which was rolled forward as a receipt in advance in accordance with the grant rules, some of which has already been committed, but it is proposed that the remainder of **£1,500k** is used to badge against qualifying expenditure within the Children's Social Services budgets in order to fund some of the overspends in the current financial year. It should be noted that this is one-off funding and the underlying issues will need to be addressed in the MTFP.

These management actions will cover £3,973k of the reported pressures. Although Table 1 shows an imbalance between portfolios, with OR&S having a shortfall of £570k and CF&EA (excluding Asylum) a surplus of £265k, the directorate as a whole is left with a small residual overspend of £305k. Historically directorates have been able to use the underspend in one portfolio to offset a pressure in another. The residual overspend will be dealt with later in the year as further budget variances come to light, and should the position worsen the directorate will need to consider further management action.

Although these measures will cover the majority of this year's overspend, there will still be an underlying pressure in the base budget, as most of the proposals listed above are using one-off monies. The directorate is looking to manage this pressure downwards on an ongoing and sustainable basis, however if this is not fully achieved we may need to address some of these issues within the 2008-11 MTFP.

1.2 CAPITAL

- 1.2.1 All changes to cash limits are in accordance with the virement rules contained within the constitution and have received the appropriate approval via the Leader or relevant delegated authority.

Cash limits have been adjusted since the last full monitoring report to reflect the new portfolio structure and the following adjustments:

	2007-08 £000s	2008-09 £000s
<u>Operations, Resources & Skills (CFE) portfolio:</u>		
▪ Marlowe Innovation Centre – additional external funding from European Regional Development Fund, Thanet District Council & East Kent Partnership	220	
▪ Castlehill Freshstart project – DCSF Devolved Capital Grant for new schools		244
<u>Children, Families & Educational Achievement portfolio:</u>		
▪ Virement from KASS portfolio in respect of Improving Information Management grant	40	

- 1.2.2 **Table 3** below provides a portfolio overview of the latest capital monitoring position.

	Prev Yrs Exp	2007-08	2008-09	2009-10	Future Yrs	TOTAL
	£000s	£000s	£000s	£000s	£000s	£000s
Operations, Resources & Skills (CFE) portfolio						
Budget	117,714	148,455	95,833	53,180	53,863	469,045
Additions:						
- Marlowe Innovation Centre		220				220
- Castle Hill Freshstart			244			244
- devolved capital for PRUs						
Revised Budget	117,714	148,675	96,077	53,180	53,863	469,509
Variance		-37,386	+7,224	+11,401	-2,012	-20,773
split:						
- real variance		-3,740	-16,763	+367	-637	-20,773
- re-phasing		-33,646	+23,987	+11,034	-1,375	0
Children & Family & Educational Achievement portfolio						
Budget	7,366	6,587	300	350	500	15,103
Additions:						
- virement from KASS portfolio		40				40
Revised Budget	7,366	6,627	300	350	500	15,143
Variance		-1,169	+896	0	0	-273
split:						
- real variance		-273	0	0	0	-273
- re-phasing		-896	+896	0	0	0
Directorate Total						
Revised Budget	125,080	155,302	96,377	53,530	54,363	484,652
Variance	0	-38,555	8,120	11,401	-2,012	-21,046
Operations, Resources & Skills (CFE) portfolio						
Devolved Capital to Schools						
Revised Budget		39,701	27,673	27,673	55,346	150,393
Variance		0	0	0	0	0
split:						
- real variance		0	0	0	0	0
- re-phasing		0	0	0	0	0
Real Variance		-4,013	-16,763	+367	-637	-21,046
Re-phasing		-34,542	+24,883	+11,034	-1,375	0

1.2.3 Main Reasons for Variance

Table 4 below, details all forecast capital variances over £250k in 2007-08 and identifies these between projects which are:

- part of our year on year rolling programmes e.g. maintenance and modernisation;
- projects which have received approval to spend and are underway;
- projects which are only at the approval to plan stage and
- projects at initial planning stage.

The variances are also identified as being either a real variance i.e. real under or overspending which has resourcing implications, or a phasing issue i.e. simply down to a difference in timing compared to the budget assumption.

Each of the variances in excess of £1m which is due to phasing of the project, excluding those projects identified as only being at the initial planning stage, is explained further in section 1.2.4 below.

All real variances are explained in section 1.2.5, together with the resourcing implications.

Table 4: CAPITAL VARIANCES OVER £250K IN SIZE ORDER

portfolio	Project	real/ phasing	Project Status			
			Rolling Programme	Approval to Spend	Approval to Plan	Initial Planning Stage
			£'000s	£'000s	£'000s	£'000s
Overspends/Projects ahead of schedule						
OR&S	SSR - Whitfield & Aspen	Real		+683		
OR&S	Mod 06/07/08 - Chaucer Tech. School	Real	+438			
OR&S	BN - The North School, Ashford	Real	+328			
OR&S	SSR - St Nicholas School	Real		+255		
OR&S	Build Mtce Prog. - Catering Equipment	Real	+250			
OR&S	Primary BSF Pathfinder Programme	Real			+250	
			+1,016	+938	+250	+0
Underspends/Projects behind schedule						
OR&S	Dev Opps - Kingsmead	Phasing			-4,000	
OR&S	BN - Tovil PS (Archbishop Courtenay)	Phasing	-3,328			
OR&S	Dev Opps - Folkestone School for Girls	Real				-3,094
OR&S	Dev Opps - Tonbridge Girls Grammar	Phasing		-2,725		
OR&S	Freshstart - Castle Hill	Phasing		-2,289		
	Freshstart - Castle Hill	Real		-386		
OR&S	Dev Opps - Darford Campus	Phasing		-2,198		
OR&S	Valence School - Refurbishment	Phasing			-2,002	
OR&S	BN - Dartford Grammar Girls	Phasing	-2,000			
OR&S	SSR - Orchard School	Phasing		-1,696		
	SSR - Orchard School	Real		-27		
OR&S	Dev Opps - St James the Great	Phasing		-1,620		
OR&S	Mod 06/07/08 - Phoenix CPS	Phasing	-918			
	Mod 06/07/08 - Phoenix CPS	Real	-254			
OR&S	SSR - Rowhill	Phasing			-979	
	SSR - Rowhill	Real			-69	

portfolio	Project	real/ phasing	Project Status			
			Rolling Programme	Approval to Spend	Approval to Plan	Initial Planning Stage
			£'000s	£'000s	£'000s	£'000s
OR&S	Mod 07/08 - Park Farm PS	Phasing	-1,011			
OR&S	Dev Opps - Istead Rise	Phasing			-1,000	
OR&S	Academies - Minster College	Phasing			-1,000	
OR&S	Dev Opps - The Towers School	Phasing				-1,000
OR&S	Dev Opps - Axton Chase School	Real				-1,000
CF&EA	Preventative Strategy - Kingmead Family Centre	Phasing			-896	
OR&S	Dev Opps - Greenfield	Phasing		-649		
	Dev Opps - Greenfield	Real		-234		
OR&S	Dev Opps - Headcorn PS	Phasing			-750	
OR&S	Build Mtce Prog. - Mobile Moves	Real	-700			
OR&S	SSR - Milestone	Phasing		-327		
	SSR - Milestone	Real		-226		
OR&S	Marlowe Innovation Centre	Phasing		-552		
OR&S	Mod 04/05/06 - Kennington Juniors	Phasing	-551			
OR&S	Dev Opps - Valence School - Fountain Cottage	Phasing		-488		
OR&S	SSR - Bower Grove	Phasing		-406		
OR&S	SSR - Ridgeview	Phasing			-401	
OR&S	Mod 06/07/08 - The Wildernesse Sch.	Phasing	-390			
OR&S	Non Delegated PRU's	Phasing	-387			
OR&S	Mod 06/07/08 - Sussex Road PS	Phasing	-378			
	Mod 06/07/08 - Sussex Road PS	Real	-1			
OR&S	H&S - Tree Safety	Real	-350			
OR&S	Mod 04/05/06 - Crockenhill Primary	Phasing	-295			
CF&EA	Improving Public Access - Lowfield Road	Real		-273		
OR&S	BN - Site Acquisitions	Phasing	-264			
			-10,827	-14,096	-11,097	-5,094
			-9,811	-13,158	-10,847	-5,094

1.2.4 Projects re-phasing by over £1m:

Several of the projects detailed below are funded partially or entirely by capital receipts. Assumptions have been made regarding the timing of these receipts. If, however, the actual timing of these receipts differs from our assumptions then we may need to borrow temporarily until the receipt is realised if we cannot manage this short term funding within the overall programme.

1.2.4.1 Kingsmead (Development Opportunities) – slippage £4.0million

This scheme is designed to provide a new 1.5FE school to replace the existing Kingsmead & Diocesan Payne Smith Primary School. The only expenditure that is likely to be incurred in 2007/08 is the site purchase and minimal development costs. The project has slipped by £4m representing 57% of the total value of the scheme. Its start has been delayed due to time taken to agree the purchase of the new site from Canterbury City Council. Until the new facility becomes available, education provision will continue at Kingsmead and Diocesan Payne Smith Primary Schools. The project which was expected to complete in 2007/08 is now not expected to become available until August 2010. This is a further years slippage since the last detailed report to Cabinet. Until the scheme has been developed and the existing site sold it is assumed that the scheme will be self funding although there is an expectation that the eventual position could require additional funding to be identified. This could be in the order of £2m. Any such cost pressures caused by the delay will be addressed either by management action to deliver compensating savings or by identification of additional funding to contain the overall capital programme within existing cash limits over the medium term.

Revised phasing of the scheme is now as follows:

BUDGET & FORECAST						
Budget	10	7,000	0	0	0	7,010
Forecast	10	3,000	600	2,400	1,000	7,010
Variance	0	-4,000	600	2,400	1,000	0
FUNDING						
Budget:						
supported borrowing	10					10
prudential		7,000	-7,000			0
capital receipts			7,000			7,000
TOTAL	10	7,000	0	0	0	7,010
Forecast:						
supported borrowing	10					10
prudential		3,000	600	-3,600		0
capital receipts				6,000	1,000	7,000
TOTAL	10	3,000	600	2,400	1,000	7,010
Variance	0	-4,000	600	2,400	1,000	0

1.2.4.2 Archbishop Courtenay (Tovil) PS – Basic Need – slippage £ 3.328 million

This scheme is designed to provide a new 1.5FE school to replace the existing Tovil, St Stephens Infant School & All Saints Primary School which amalgamated in September 2005. The forecast cost of the project has recently been increased from £3.330m to £5.503m to reflect the predicted costs of obtaining a suitable site for the new School, via a Compulsory Purchase Order. The project has slipped by £3.328m which represents 100% of the total budget for the scheme following difficulties agreeing the CPO with the current site owners British Telecom. Until the facility becomes available, education provision will continue at St Stephens Infants & All Saints. The overspend & the expected shortfall in developer contributions will be met from additional capital receipts which have yet to be identified.

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	2	3,328	0	0	0	3,330
Forecast	2	0	2,800	2,701		5,503
Variance	0	-3,328	2,800	2,701	0	2,173
FUNDING						
Budget:						
supported borrowing	2					2
External (Dev Conts)		3,328				3,328
TOTAL	2	3,328	0	0	0	3,330
Forecast:						
supported borrowing	2					2
External (Dev Conts)		0	1,300			1,300
capital receipts			1,500	2,701		4,201
TOTAL	2	0	2,800	2,701	0	5,503
Variance	0	-3,328	2,800	2,701	0	2,173

1.2.4.3 Tonbridge Girls Grammar (Development Opportunities) – slippage £ 2.725 million

This project is to rebuild the School from receipts generated from the sale of land. The project has slipped by £2.725m which represents 31% of the total value of the scheme. The slippage on this scheme has been due to difficulties in obtaining Section 22 approval, regulations relating to the sale of school playing fields, which still remains outstanding & may cause further rephasing to be required. Until the new facility becomes available, education provision will continue in its current format & within the existing buildings. It should be noted that the sale of the school playing fields will realise a maximum of £7.050 million of the capital receipt required for this project which leaves a further £1.650 million to be found from additional LEA capital receipts which have yet to be identified.

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	0	4,350	4,350	0	0	8,700
Forecast	0	1,625	7,075	0		8,700
Variance	0	-2,725	2,725	0	0	0
FUNDING						
Budget:						
prudential		4,350	-4,350			0
Capital Receipts			8,700			8,700
TOTAL	0	4,350	4,350	0	0	8,700
Forecast:						
Capital Receipts			7,050			7,050
Capital Receipts - LEA Contribution		1,625	25			1,650
TOTAL	0	1,625	7,075	0	0	8,700
Variance	0	-2,725	2,725	0	0	0

1.2.4.4 Castle Hill PS (Freshstart Scheme & ICT purchases) – Total variance £ 2.675 million made up of slippage of £2.289 million & real underspend of £0.386 million

This scheme primarily funded by government grant is designed to provide a replacement facility. It has slipped by £2.289 million representing 54% of the total value of the scheme. The reason for delay is because it has taken longer than initially planned to develop the scheme to a position whereby Corporate Property can take the scheme forward. It is now with Corporate Property to progress. There will be an impact on the completion date but this will be minimised as the project moves forward. Education provision during the build/refurbishment, some of which was always planned to be in temporary mobile accommodation, will move forward as planned albeit in a different timescale. Latest estimates also indicate a real saving on the project of £0.386 million caused by a mixture of cost reductions (£0.142 million) & additional resources being made available to the project (£0.244 million).

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	456	3,544	244	0	0	4,244
Forecast	456	869	2,413	120	0	3,858
Variance	0	-2,675	2,169	120	0	-386
FUNDING						
Budget:						
grant	456	3,044	244			3,744
capital receipts		500				500
TOTAL	456	3,544	244	0	0	4,244
Forecast:						
grant	456	869	2,413	6		3,744
capital receipts				114		114
TOTAL	456	869	2,413	120	0	3,858
Variance	0	-2,675	2,169	120	0	-386

1.2.4.5 Dartford Campus (Development Opportunities) - slippage £2.198 million

This major scheme provides for replacement secondary, primary and nursery facilities plus Adult Education. It is a complicated scheme funded from a combination of funding sources. Difficulties were encountered obtaining the necessary Section 77 and Schedule 22 approvals (regulations relating to the sale of school playing fields) from the DfES (as then was). The result has been a delay in scheme delivery and an increase in cost. It has slipped by £2.198m representing approximately 11% of the total budget of the scheme. Although the Dartford Technology College element of the scheme is not scheduled to complete until November 2008, Westgate Primary School opened in June and the Adult Education and Nursery are scheduled to open in March 2008 and July 2008 respectively. Current education provision will continue in its current format until the new facilities become available. The financial implications of this delay and disruption are forecast to add £4.2m to the overall cost of the scheme which will be addressed by a combination of management action elsewhere in the programme, the identification of additional capital receipts & the proposal to use £0.987 million of Performance Reward Grant which will be allocated in the 2008 to 2011 Medium Term Financial Plan. As the capital receipt to fund this project is now not expected to come in until next year we will need to undertake some temporary borrowing. If this additional temporary prudential borrowing cannot be accommodated from slippage elsewhere in

the capital programme then there will be additional borrowing costs that will need to be borne by the directorate's revenue budget.

Revised phasing of the scheme is now as follows.

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	9,060	9,348	1,500	92	0	20,000
Forecast	9,060	7,150	7,467	523	0	24,200
Variance	0	-2,198	5,967	431	0	4,200
FUNDING						
Budget:						
supported borrowing	5,846	1,526		92		7,464
grant	1,500	3,000	1,500			6,000
capital receipts	1,714	4,822				6,536
TOTAL	9,060	9,348	1,500	92	0	20,000
Forecast:						
supported borrowing	5,846	1,526		92		7,464
prudential/revenue		2,624	-2,624			
grant	1,500	3,000	2,487			6,987
capital receipts	1,714		7,604	431		9,749
TOTAL	9,060	7,150	7,467	523	0	24,200
Variance	0	-2,198	5,967	431	0	4,200

1.2.4.6 Valence School Refurbishment – Slippage £2.002 million

This project, which is running alongside the Special Schools Review project at the School, is designed to improve the residential provision at the School which was under the threat of closure following a review by Commission for Social Care Inspection (CSCI). The project has slipped by £2.002m representing approximately 53% of the total value of the scheme. The slippage on the scheme has been caused by Green belt objections which has resulted in the rephasing below. Until the project is complete pupils will remain in unsuitable residential accommodation. CSCI are comfortable with this position as they can see that the improvements within the project brief are being progressed.

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	0	2,800	1,000	0	0	3,800
Forecast	0	798	3,002	0	0	3,800
Variance	0	-2,002	2,002	0	0	0
FUNDING						
Budget:						
grant	0	2,800	1,000			3,800
TOTAL	0	2,800	1,000	0	0	3,800
Forecast:						
grant	0	798	3,002			3,800
TOTAL	0	798	3,002	0	0	3,800
Variance	0	-2,002	2,002	0	0	0

1.2.4.7 Dartford Grammar School for Girls (Basic Need) – slippage £ 2.0million

This scheme is designed to provide the school with a new sports hall & refurbished classrooms and is linked to the main Dartford Campus scheme. It has slipped by £2.0m representing 83% of the total value of the scheme. The project start date has slipped into the next financial year as it cannot begin until the Dartford Campus scheme has finished. Work is expected to start in late 2008 and complete by Christmas 2009. Until the new facility becomes available the School will continue with their current arrangements, inadequate sporting facilities (school hall and small gymnasium) and mobile classrooms, until the new facility becomes available. Until such time as tenders are received we will not know if there will be any financial implications arising from the delay.

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	0	2,000	400	0	0	2,400
Forecast	0	0	100	2,300	0	2,400
Variance	0	-2,000	-300	2,300	0	0
FUNDING						
Budget:						
supported borrowing		1,000	400			1,400
capital receipts		1,000				1,000
TOTAL	0	2,000	400	0	0	2,400
Forecast:						
supported borrowing				1,300		1,300
capital receipts			100	1,000		1,100
TOTAL	0	0	100	2,300	0	2,400
Variance	0	-2,000	-300	2,300	0	0

1.2.4.8 The Orchard School (Special Schools Review) – Total variance £1.723 million made up of slippage £1.696 million & real underspend of £0.027 million.

The review of special schools in Kent, of which the Orchard School project is just one, reflects the commitment of the County Council to continue to provide parents with the potential to choose special school education for their child as close as possible to the family home.

The Orchard School's former designation was for 108 boys and girls aged between 5-16 with moderate learning difficulties. The school was re-designated in September 2004 to become a 5-16 day provision for 96 boys and girls with a combination of Behaviour and Learning needs (which includes up to 12 primary aged pupils with Behavioural, Emotional and Social need). The work comprises of a mixture of new-build and refurbishment to the main part of the school and two satellite centres for primary aged pupils, one in south Ashford and the other location to be determined. The scheme has slipped by £1.696m representing 29% of the total budget of the scheme. The slippage from 2007/08 to 2008/09 is due to the satellite centres for Primary aged pupils being on hold. Delay to the programme of works will not significantly impact on the function of the school. Latest estimates also indicate a small real saving on the project in 2007/08 of £0.027 million.

Revised phasing of the scheme is now as follows.

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	940	4,108	862	40	0	5,950
Forecast	940	2,385	2,558	0	0	5,883
Variance	0	-1,723	1,696	-40	0	-67
FUNDING						
Budget:						
supported borrowing	905		862	40		1,807
prudential/revenue		139				139
capital receipts	35	3,969				4,004
TOTAL	940	4,108	862	40	0	5,950
Forecast:						
supported borrowing	905		862			1,767
prudential/revenue		139				139
capital receipts	35	2,246	1,696			3,977
TOTAL	940	2,385	2,558	0	0	5,883
Variance	0	-1,723	+1,696	-40	0	-67

1.2.4.9 St James the Great Primary School (Development Opportunities) – slippage £1.620 million

This scheme is a self funding replacement primary school scheme. It has slipped by £1.620m representing 62% of the total value of the scheme. The scheme was unexpectedly delayed by an objection from English Heritage. This has now been resolved and the scheme is progressing. Although the project will not be starting as early as expected we still expect the completion date of September 2008 to be achieved. Until such time as tenders are received we will not know if there will be any financial implications arising from the delay. As the capital receipt to fund this project is now not expected to come in until next year we will need to undertake some temporary borrowing. If this additional temporary prudential borrowing cannot be accommodated from slippage elsewhere in the capital programme then there will be additional borrowing that will need to be borne by the directorate's revenue budget.

Revised phasing of the scheme is now as follows.

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	116	1,900	600	0	0	2,616
Forecast	116	280	2,209	13	0	2,618
Variance	0	-1,620	1,609	13	0	2
FUNDING						
Budget:						
prudential	116	-150				-34
capital receipts		2,050	600			2,650
TOTAL	116	1,900	600	0	0	2,616
Forecast:						
prudential	116	-116				0
prudential/revenue		396	-396			0
capital receipts			2,605	13		2,618
TOTAL	116	280	2,209	13	0	2,618
Variance	0	-1,620	1,609	13	0	2

1.2.4.10 Phoenix Primary School (Modernisation 2006/07/08) – Total variance £1.172 million made up of slippage £0.918 million & real underspend of £0.254 million

This scheme is designed to provide a new 1.0FE school on the old Bybrook Junior site to replace the Bybrook Infants & Bybrook Junior Schools that amalgamated in April 2003. Within the same project additional accommodation has been included for both Community use & a Childrens Centre. The project has slipped by £0.918m which represents 32% of the total budget of the scheme. The scheme has been delayed by difficulties in both obtaining outline planning permission, which has now been granted & reducing the specification by undertaking a value engineering exercise with the aim of bringing tender costs to within the resources that we have available. Until the facility becomes available, education provision will continue on the old Bybrook Infant School site. The £0.254 million project saving is predominantly due to a contribution from the Childrens, Families & Educational Achievement portfolio which wasn't previously allowed for in the expenditure profile for this project.

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	105	2,799	0	0	0	2,904
Forecast	105	1,627	863	55	0	2,650
Variance	0	-1,172	863	55	0	-254
FUNDING						
Budget:						
supported borrowing	9	2,343				2,352
DCFS Grant	96					
capital receipts		456				456
TOTAL	105	2,799	0	0	0	2,904
Forecast:						
supported borrowing	9	1,627	716			2,352
DCFS Grant	96					
capital receipts			147	55		202
TOTAL	105	1,627	863	55	0	2,650
Variance	0	-1,172	863	55	0	-254

1.2.4.11 Rowhill Special School –Total variance £1.048 million made up of slippage £0.979 million & real underspend of £0.069 million

The review of special schools in Kent, of which the Rowhill School project is just one, reflects the commitment of the County Council to continue to provide parents with the potential to choose special school education for their child as close as possible to the family home.

The school was re-designated in September 2004, to become a 5-16 day provision for 96 boys and girls with a combination of Behaviour and Learning needs, including up to 12 primary aged pupils with Behavioural, Emotional and Social need with effect from 1st September 2004. The scheme which is at approval to plan stage has slipped by £0.979m representing 18% of the total budget of the scheme. The project has been delayed in getting to the final design caused by difficulty in reaching a decision on a change of location plus the new site is green belt so additional work has been required to present a water tight case. Delay to the programme of works will not significantly impact on the function of the school. Latest estimates also indicate a small real saving on the project in 2007/08 of £0.069 million.

Revised phasing of the scheme is now as follows.

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	711	2,334	2,041	200	31	5,317
Forecast	711	1,286	3,020	29	0	5,046
Variance	0	-1,048	979	-171	-31	-271
FUNDING						
Budget:						
supported borrowing		2,334	2,041	200	31	4,606
prudential/revenue	201					
prudential	172					172
capital receipts	338					338
TOTAL	711	2,334	2,041	200	31	5,317
Forecast:						
supported borrowing		1,286	3,020	29		4,335
prudential/revenue	201					
prudential	172					172
capital receipts	338					338
TOTAL	711	1,286	3,020	29	0	5,046
Variance	0	-1,048	979	-171	-31	-271

1.2.4.12 Park Farm Primary School – slippage £ 1.011 million

This scheme is designed to demolish an existing unsuitable 'stand alone' Key Stage 1 building & provide new Key Stage 1 accommodation attached to the existing main School building.

The project has slipped by £1.011m which represents 74% of the total budget of the scheme. The scheme has been rephased following the need to review the project specification following preliminary tender costs being much higher than the resources available. Until the new build becomes available, education provision will continue in the old KS1 building.

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	38	1,321	0	0	0	1,359
Forecast	38	310	1,052	0	0	1,400
Variance	0	-1,011	1,052	0	0	41
FUNDING						
Budget:						
supported borrowing	38					
grant		1,321				1,321
TOTAL	38	1,321	0	0	0	1,359
Forecast:						
supported borrowing	38					
grant		310	1,052			1,362
TOTAL	38	310	1,052	0	0	1,400
Variance	0	-1,011	1,052	0	0	41

1.2.4.13 Istead Rise (Development Opportunities – slippage £1.0 million)

This is a self funding replacement 1.5 FE primary school scheme which is planned to bring together the junior and infant elements into the same building. The scheme has slipped by £1.0m representing 25% of the total scheme value. The slippage has been caused by the school being unhappy with the original feasibility which has now been revised and the school are currently considering the new proposals. Because of the delay the completion date is now expected to be August 2009 rather than as previously anticipated March 2009. The School will continue in its present split site format until the proposed provision becomes available. Until such time as tenders are received and appraised we will not know if there will be any financial implications arising from the delay. As the capital receipt to fund this project is now not expected to come in until 2009-10 we will need to undertake some temporary borrowing in 2008-09. If this additional temporary prudential borrowing cannot be accommodated from slippage elsewhere in the capital programme then there will be additional borrowing costs that will need to be borne by the directorate's revenue budget.

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	0	1,100	2,750	150	0	4,000
Forecast		100	2,900	1,000	0	4,000
Variance	0	-1,000	150	850	0	0
FUNDING						
Budget:						
prudential		1,100	-1,100			0
capital receipts			3,850	150		4,000
TOTAL	0	1,100	2,750	150	0	4,000
Forecast:						
prudential		100	-100			0
prudential/revenue			3,000	-3,000		0
capital receipts		0	0	4,000		4,000
TOTAL	0	100	2,900	1,000	0	4,000
Variance	0	-1,000	150	850	0	0

1.2.4.14 Minster School (Academies) – slippage £1.0 million

This is an Academy scheme scheduled for the Isle of Sheppey. It has slipped by £1.0m representing 100% of the total value of the scheme. The scheme has slipped as a result of the Secretary of States decision to have an independent review of the planned provision undertaken in light of objections. Agreement has recently been agreed between the Secretary of State and the Leader as to the way forward which is to site the Academy at both Minster College and Cheyne Middle School. Other than the delay there are no financial implications as the £1.0m is KCC's sponsorship to the Academy project.

Revised phasing of the scheme is now as follows:

	Prior Years	2007-08	2008-09	2009-10	future years	Total
	£'000s	£'000s	£'000s	£'000s	£'000s	£'000s
BUDGET & FORECAST						
Budget	0	1,000	0	0	0	1,000
Forecast	0	0	1,000	0	0	1,000
Variance	0	-1,000	1,000	0	0	0
FUNDING						
Budget:						
capital receipts		1,000				1,000
TOTAL	0	1,000	0	0	0	1,000
Forecast:						
capital receipts		0	1,000			1,000
TOTAL	0	0	1,000	0	0	1,000
Variance	0	-1,000	1,000	0	0	0

1.2.5 Projects with real variances

The overall variance over the lifetime of the Medium Term Plan indicates an underspend of £21.046m (OR&S portfolio £20.773M & CF&EA portfolio £0.273m). However:

- an overspend of £0.572m on the Modernisation project at Crockenhill Primary School will be met by an additional contribution from the land disposal of Red House and Garages which form part of the school site. The receipt is expected to be £0.7m with the extra income contributing to other programme pressures.
- The sale of Essex Road which was to be used to fund the Improving Public Access project at Lowfield Road in the CF&EA portfolio is not now taking place, reducing available capital receipts by £0.273m
- The increased spend on the Valence Special School Fountain Cottage project will be funded from an increase in the capital receipt from the cottages (+£0.5m).
- The Development Opportunity projects at Axton Chase School (£20m) and Folkestone School for Girls (£9.1m) are no longer being progressed. These two reductions to the capital programme will be matched by a reduction in capital receipts. There are now plans for Axton Chase to become an Academy, which will require KCC to find £1.0m sponsorship within the 2008-11 MTFP.

After allowing for these changes in the available resources, **the true underlying variance on both portfolios is an overspend of £7.127m**. This underlying overspend is being addressed within the current Medium Term Planning process.

The main contributing factors to the £7.127m overspend over the lifetime of the MTFP are as follows:

- Dartford Campus (£4.2m) - see template & reason at 1.2.4.5 above.
- Tovil (Archbishop Courtenay) PS £2.173m) - The additional cost is to reflect the difficulties in agreeing the compulsory purchase order with the site owners British Telecom. See 1.2.4.2 above.
- BN Future Years Programme (£1.629m) – The overspend relates to the 3 to 2 Schools scheme on the Isle of Sheppey. The additional funding for this scheme will be addressed as part of the 2008/09 MTP process.
- Chaucer School (£0.495m) - This project has been added to the 2006/07/08 Modernisation Programme & represents the LEA contribution to the 6th form centre at the School. The School is the major contributor to the project. (£800K). Although the project is part of the 'rolling' programme it has yet to obtain 'approval to spend'.
- An overspend on The North School, Ashford project (£0.328m) which is partly due to indexation costs and partly due to a lump sum life cycle contribution which wasn't previously forecast.

- Replacement of Catering Equipment (£0.250m) annual gas safety checks have revealed that equipment needs to be updated as it does not meet current Health and Safety guidelines
- There is also an overspend, estimated to be £0.250m on the Primary Pathfinder Programme where there is a need for development costs to be incurred in 2007/08 ahead of government funding which comes on stream in 2008/09.
- Downsview PS (£0.232m) – This overspend is in respect of tender costs being higher than originally anticipated & additional works that arisen during the build, the most expensive of which has been roofing works.
- Wilmington Enterprise College (Modernisation Programme) (£0.199m). Problems with enabling works, specifically the electricity supply, significantly delayed the project which has resulted in increased costs.
- Special Schools Review. Although in Table 4 there are several Special School Review projects (SSR) that are showing real savings in 2007/08 there are pressures on other SSR projects in future years. Over the lifetime of the programme there is an indicative overspend of £2.259m. This overspend is in respect of costs incurred on Special Schools in Thanet which will be met from funding from Building Schools for the Future programme.

These overspends are partially offset by the savings listed below:

Savings:

- Savings on Mobile Moves (£3.500m) & Tree Safety (0.350m). Following latest advice from the external auditors, these categories of spend will now be met from revenue resulting in savings to the capital programme.
- Lesser savings have been achieved on the following: Castle Hill Primary School (Freshstart) (£0.386m) where latest outturn estimates indicate that the £0.500 LEA contribution from capital receipts will not be fully required.
- Phoenix School (£0.254m) - This saving is due to a contribution from the Children & Family Services Directorate capital programme which wasn't previously expected or included in earlier months monitoring returns.
- Business Start Up units (£0.200m) – There are no current plans to spend the residual cash limit on this heading.
- Development Opportunity projects at Greenfields (£0.234m) and Newington (£0.133m) where costs are now estimated to be less than the approved cash limits plus ICT replacement costs (£0.150m) where the budget manager is confident that savings against cash limit can be made.

There is also a residual balance of +£0.319m on a number of more minor projects.

1.2.6 General Overview of capital programme:

(a) Risks

The major risk remains those that were associated with the programme when it was approved, namely that a number of projects are wholly or partly dependant on capital receipts and/or external funding and if this funding is not achieved the projects will not proceed. This is particularly relevant to The Bridge Development at Dartford which is to be fully funded by development contributions. In the event that the developer contribution is insufficient to cover the costs of the project the capital programme will either need to be reduced to compensate or additional resources will need to be found.

(b) Details of action being taken to alleviate risks

If external funding/capital receipts are not realised and this shortfall cannot be managed within the capital programme, then Members would be asked to consider the cancellation of projects.

1.2.7 PFI projects

- Schools PFI

The £92.4m investment in the Schools PFI project represents investment by a third party. No payment is made by KCC for the new/refurbished assets until the assets are ready for use and this is by way of a unitary charge to the revenue budget through an equalisation reserve.

	Previous Years	2007-08	2008-09	2009-10	Total
	£'000s	£'000s	£'000s	£'000s	£'000s
Budget	89,709	2,701	0	0	92,410
Actual/Forecast	85,735	6,675	0	0	92,410
Variance	-3,974	3,974	0	0	0

(a) **Progress and details of whether costings are still as planned (for the 3rd party)**

It is envisaged that the third party contractor will have incurred some additional costs beyond the capital expenditure originally priced as a result of the delays. This is a risk that is borne entirely by the third party contractor and is not reported to the Authority.

(b) **Implications for KCC of details reported in (a) ie could an increase in the cost result in a change to the unitary charge ?**

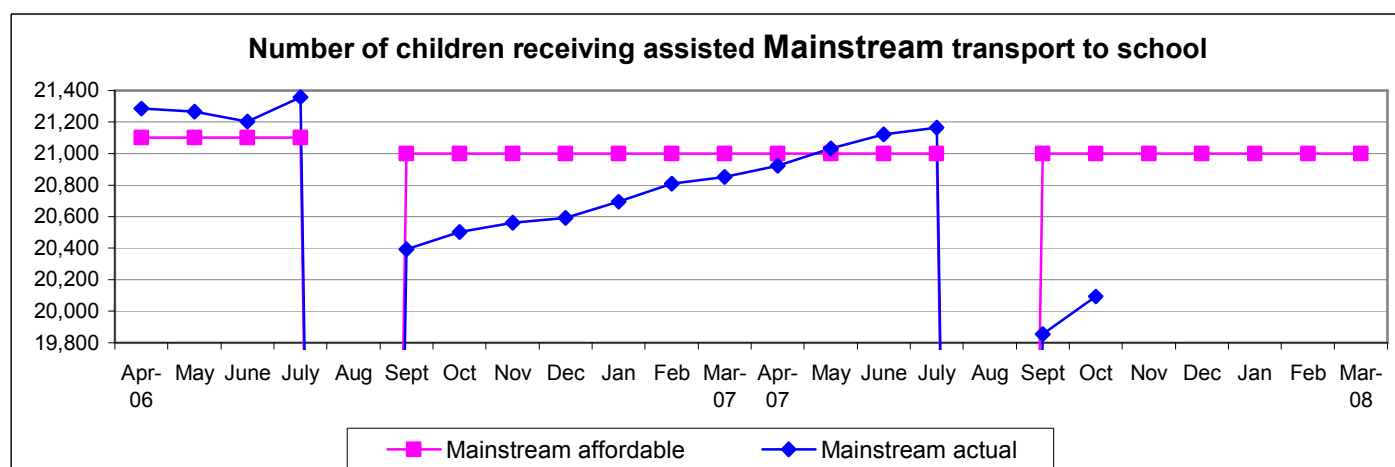
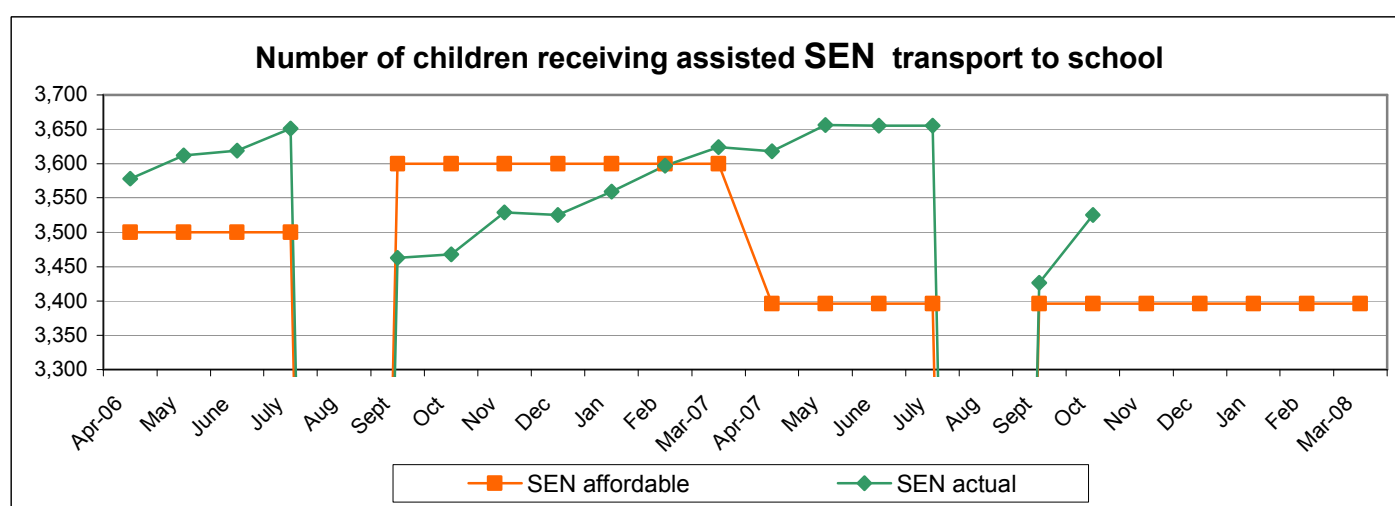
The delays to the construction programme do not impact on the level of the unitary charge that is payable by KCC to the contractor as any delays, unless caused by the Authority, are at the risk of the third party contractor. The unitary charge (as a percentage for each school) does not become payable until the relevant school has been completed and is ready for occupation. As a consequence, the revenue expenditure that is met from the equalisation reserve for 2006/07 and 2007/08 is less than expected.

Overall, there will be no net effect on the forecast revenue position for the current year as payments will continue to be made into the equalisation reserve to meet future expenditure.

2. KEY ACTIVITY INDICATORS AND BUDGET RISK ASSESSMENT MONITORING

2.1 Numbers of children receiving assisted SEN and Mainstream transport to school:

	2006-07				2007-08			
	SEN		Mainstream		SEN		Mainstream	
	planned	actual	planned	actual	affordable	actual	Affordable	actual
April	3,500	3,578	21,100	21,285	3,396	3,618	21,000	20,923
May	3,500	3,612	21,100	21,264	3,396	3,656	21,000	21,032
June	3,500	3,619	21,100	21,202	3,396	3,655	21,000	21,121
July	3,500	3,651	21,100	21,358	3,396	3,655	21,000	21,164
August	0	0	0	0	0	0	0	0
September	3,600	3,463	21,000	20,392	3,396	3,426	21,000	19,855
October	3,600	3,468	21,000	20,501	3,396	3,525	21,000	20,093
November	3,600	3,529	21,000	20,561	3,396		21,000	
December	3,600	3,525	21,000	20,591	3,396		21,000	
January	3,600	3,559	21,000	20,694	3,396		21,000	
February	3,600	3,597	21,000	20,810	3,396		21,000	
March	3,600	3,624	21,000	20,852	3,396		21,000	

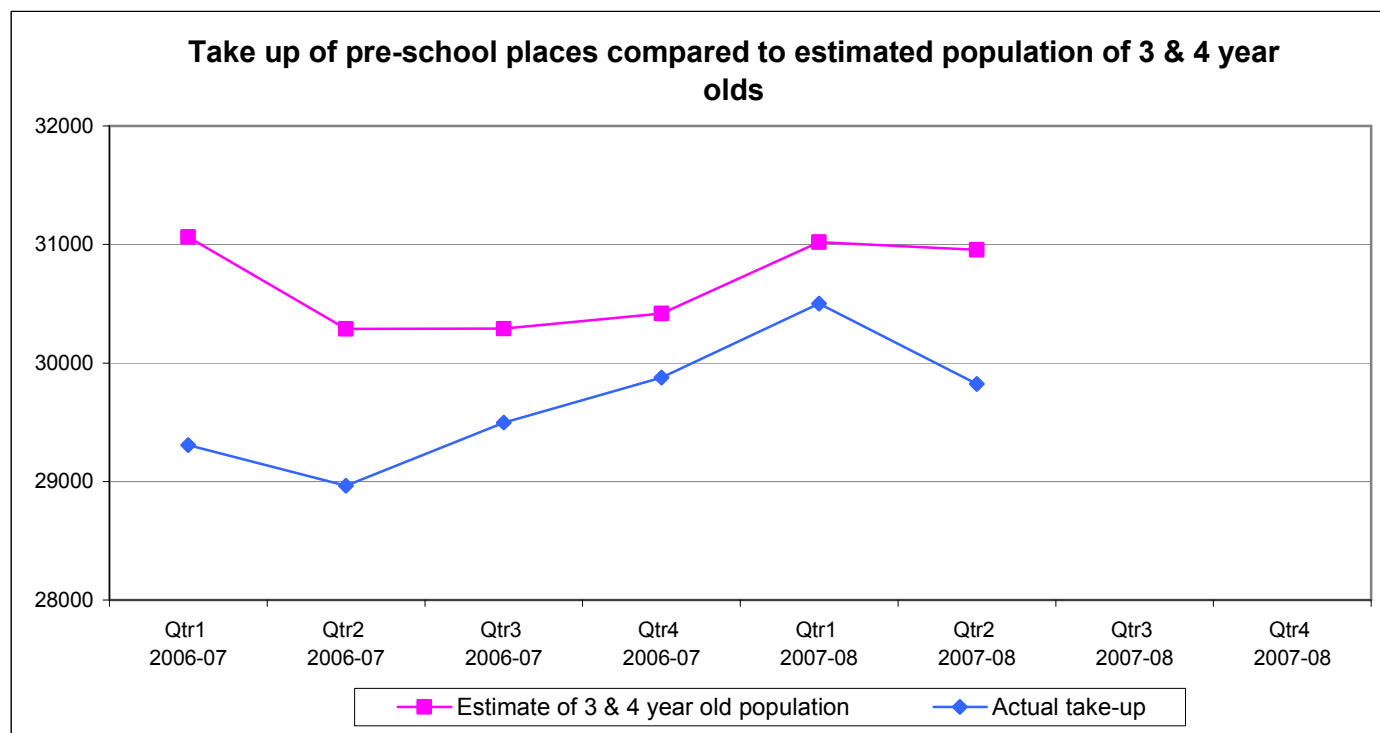


Comments:

- **SEN HTST** - The significant gap between the actual and affordable assisted SEN transport to school relates to the savings targets which have significantly reduced the affordable level from last year, and the fact that the service is currently unable to achieve these savings in full as reported in section 1.1.3.3 of this annex. The affordable level has been calculated by dividing the 2007/08 budget (after it has been reduced for the savings target) by the current average cost per child.
- **Mainstream HTST** - There is a slight decrease in the actual number of children receiving assisted mainstream transport to schools and this is reflected by the £93k gross saving shown in table 1 above.

2.2.1 Take up of pre-school places against the estimate of 3 & 4 year old population, split between Private Voluntary and Independent Sector (PVI) places and School places:

	2006-07			2007-08				
	Total places taken up	Estimate of 3 & 4 year old population	% take up	PVI places taken up	School places taken up	Total places taken up	Estimate of 3 & 4 year old population	% take up
April - June	29,307	31,062	94%	21,027	9,475	30,502	31,019	98%
July - Sept	28,963	30,287	96%	20,323	9,496	29,823	30,956	97%
Oct - Dec	29,498	30,289	97%					
Jan - March	29,878	30,419	98%					

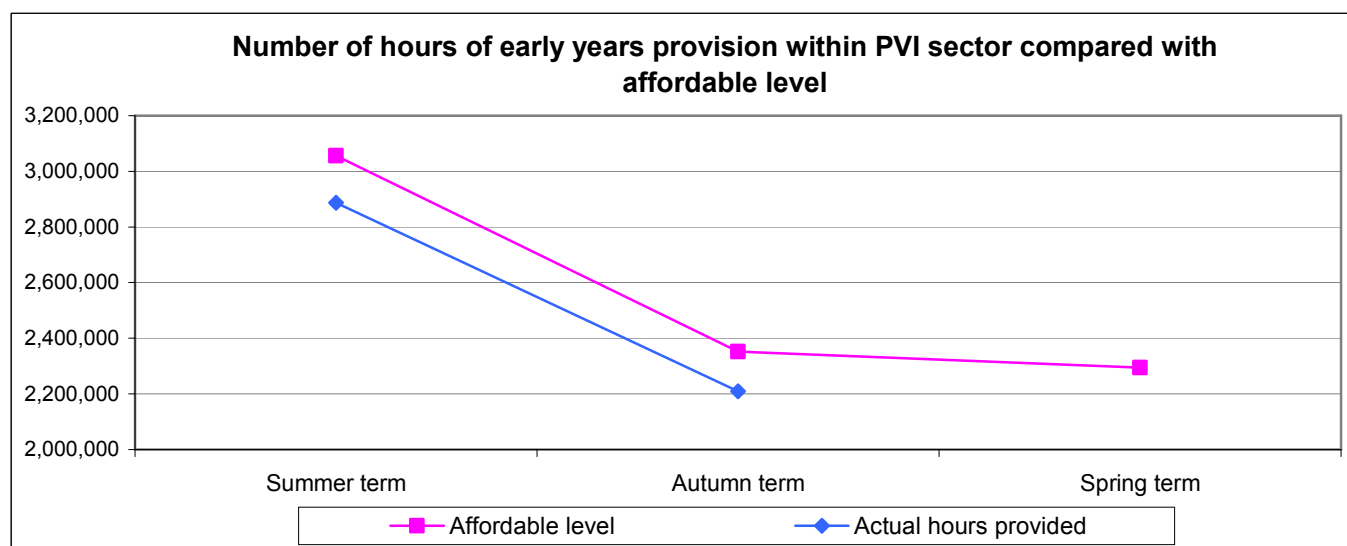


Comments:

- Please note the total places taken-up for July to September is an estimate and may change marginally once the reconciliation process is complete. This is due to the large number of adjustments that now take place as parents are allowed to alter the number of hours taken up and the provider used mid term rather than at the end of term.
- This graph shows that currently 97% of the estimated population of 3 and 4 year olds are receiving some level of early years provision, whether this be one session per week for 33 weeks or the maximum of five sessions per week for the full 38 weeks. This activity indicator is based on headcount and provides a snapshot position at a point in time, whereas the activity data in 2.2.2 below provides details of the number of hours provided in the Private, Voluntary & Independent sector, and will correlate with the variance on the Early Years budget within the Management Information Unit. However as this budget is funded entirely from DSG, any surplus or deficit at the end of the year must be carried forward to the next financial year in accordance with the regulations, and cannot be used to offset over or underspends elsewhere in the directorate budget. Therefore, as any unspent Early Years funding has to be returned to schools, at year end any underspend will be transferred to the schools unallocated reserve for DSG and hence is not included in the overall directorate forecast shown in table 1, but is reported in the narrative in section 1.1.3.16 of this annex.

2.2.2 Number of hours of early years provision provided to 3 & 4 year olds within the Private, Voluntary & Independent Sector compared with the affordable level:

	2007-08	
	Affordable number of hours	Actual hours provided
Summer term	3,056,554	2,887,134
Autumn term	2,352,089	2,209,303
Spring term	2,294,845	
	7,703,488	5,096,437



Comments:

- Please note the total places take-up for July to September is an estimate and may change marginally once the reconciliation process is complete. This is due to the large number of adjustments that now take place as parents are allowed to alter the number of hours taken up and the provider used mid term rather than at the end of term.
- The affordable number of hours per term is based on an assumed level of take-up and the assumed number of weeks the providers are open. The variation between the terms is due to two reasons: firstly, the movement of 4 year olds at the start of the Autumn term into reception year in mainstream schools; and secondly, the terms do not have the same number of weeks.
- The current activity suggests an underspend on this budget which has been mentioned in section 1.1.3.16 of this annex.
- It should be noted that not all parents currently take up their full entitlement and this can change during the year.

2.3 Number of schools with deficit budgets compared with the total number of schools:

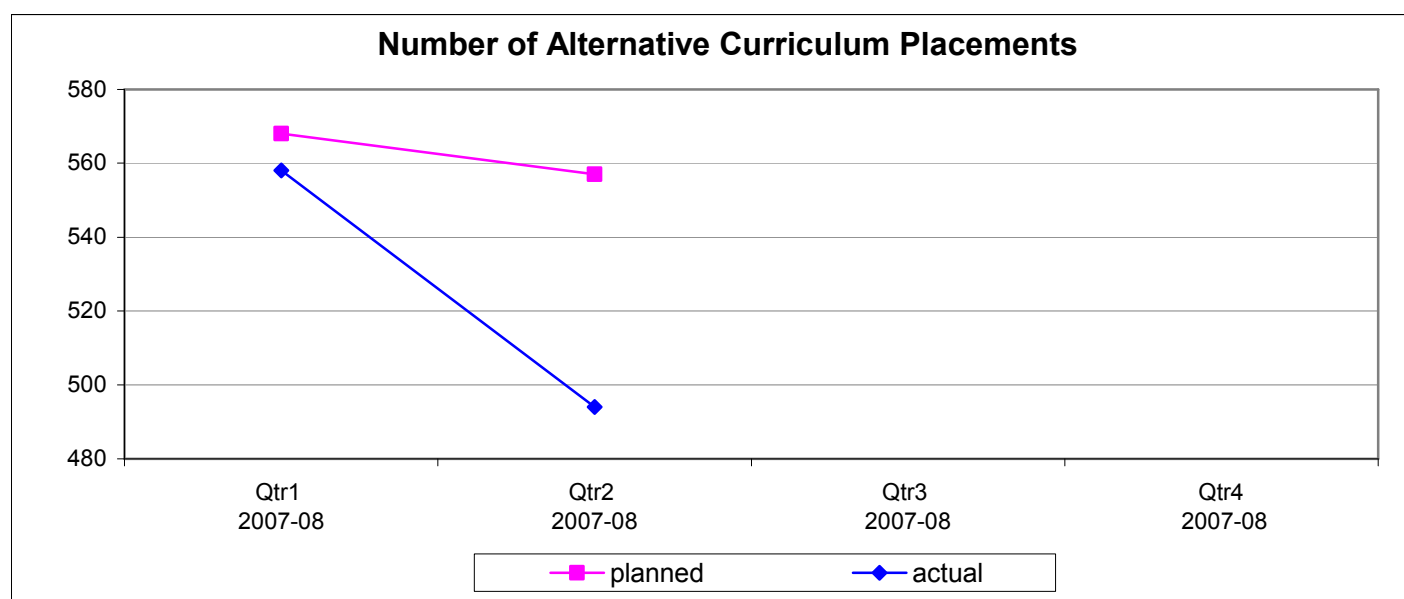
	2005-06	2006-07	2007-08
	as at 31-3-06	as at 31-3-07	Projection
Total number of schools	600	596	575
Total value of school revenue reserves	£70,657k	£74,376k	£59,376k
Number of deficit schools	9	15	16
Total value of deficits	£947k	£1,426k	£1,304k

Comments:

- We are currently forecasting that schools will drawdown up to £15m of their reserves this year in response to the introduction of the balance control mechanism, which is a means of clawing back schools reserves over and above a specified level.
- KCC now has a “no deficit” policy for schools, which means that schools cannot plan for a deficit budget at the start of the year. Unplanned deficits will need to be addressed in the following year’s budget plan, and schools that incur unplanned deficits in successive years will be subject to intervention by the LA, which could ultimately mean suspending delegation.
- The CFE Deficit and Compliance team are working with all schools currently reporting a deficit with the aim of returning the schools to a balanced budget position as soon as possible. This involves agreeing a management action plan with each school.

2.4 Number of Alternative Curriculum Placements:

	2007-08	
	planned	actual
April - June	568	558
July - September	557	494
October - December		
January - March		

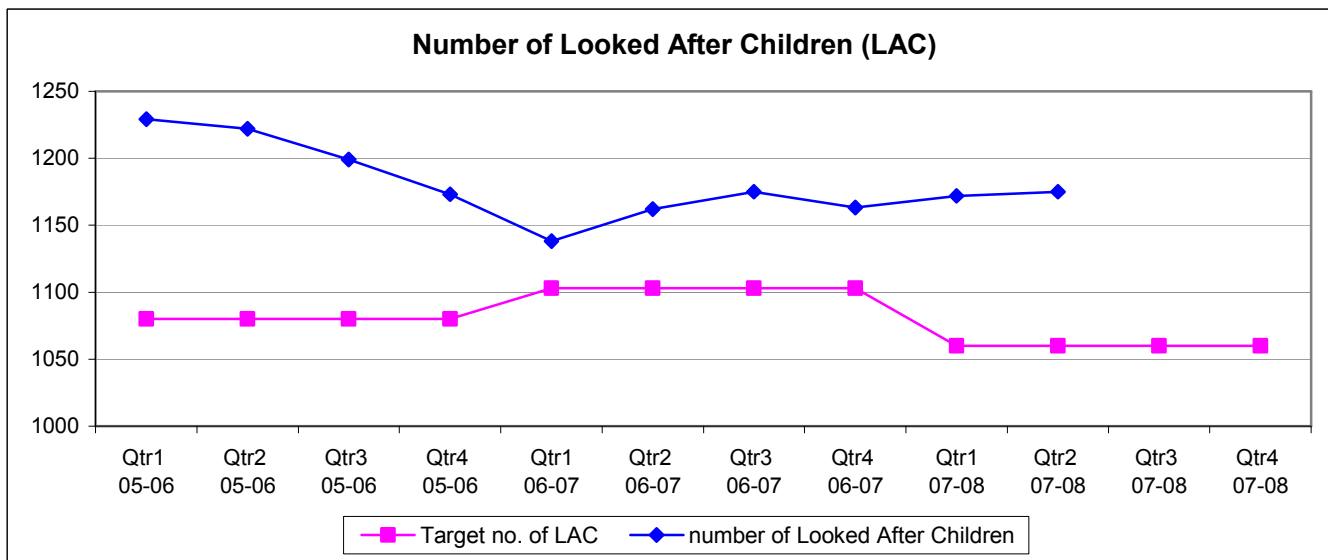


Comments:

- Full time alternative curriculum places need to be purchased 6 months in advance in order to secure them. From September 2007, Government guidelines required excluded pupils to be placed in full-time education within 6 days of being excluded. This target is now being met in the vast majority of cases.
- Please note that spare capacity is expected at this stage in the school year and is essential to cope with predicted demand throughout the school year.

2.5 Numbers of Looked After Children (LAC):

	2005-06		2006-07		2007-08	
	Target	number of Looked After Children	Target	number of Looked After Children	Target	number of Looked After Children
Apr – Jun	1,080	1,229	1,103	1,138	1,060	1,172
Jul – Sep	1,080	1,222	1,103	1,162	1,060	1,175
Oct – Dec	1,080	1,199	1,103	1,175	1,060	
Jan – Mar	1,080	1,173	1,103	1,163	1,060	

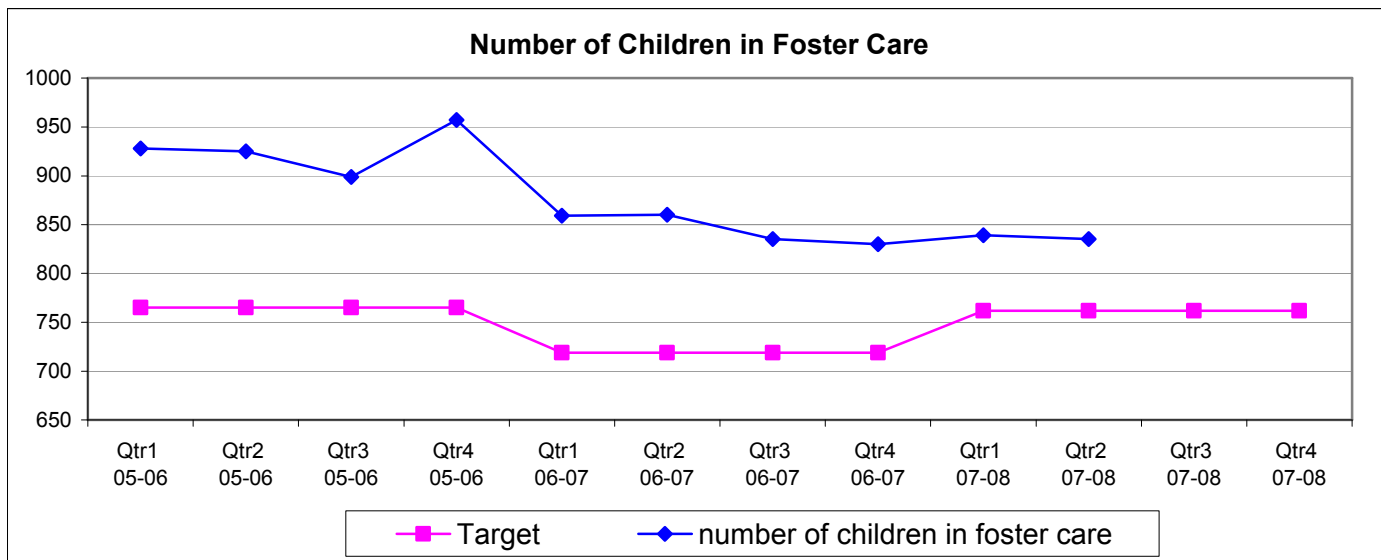


Comments:

- The current number of looked after children compared to the targeted level is of cause for concern. The financial implications have been reported within the Children’s Social Services budget lines in section 1.1.3.
- The target number of children does not represent the affordable level, but the position which the county is aiming to achieve.

2.6 Number of Children in Foster Care:

	2005-06		2006-07		2007-08	
	Target	number of children in foster care	Target	number of children in foster care	Target	number of children in foster care
Apr - Jun	765	928	719	859	762	839
Jul - Sep	765	925	719	860	762	835
Oct - Dec	765	899	719	835	762	
Jan - Mar	765	957	719	830	762	



Comments:

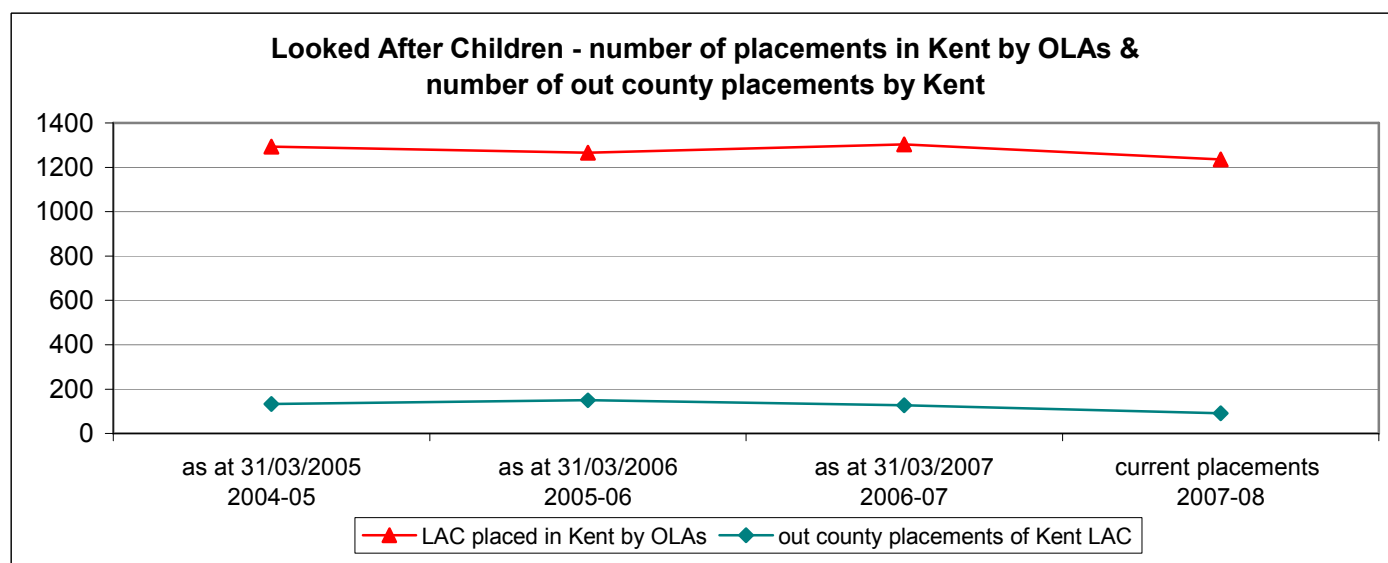
- The current number of children in foster care compared to the target is of cause for concern. The financial implications have been reported within the Children’s Social Services budget lines in section 1.1.3.
- The target number of children does not represent the affordable level, but the position which the county is aiming to achieve.

2.7 Number of Placements in Kent of LAC by other Authorities:

2004-05 as at 31/03/2005	2005-06 as at 31/03/2006	2006-07 as at 31/03/2007	2007-08 Current placements
1,294	1,266	1,303	1,236

2.8 Number of Out County Placements of LAC by Kent:

2004-05 as at 31/03/2005	2005-06 as at 31/03/2006	2006-07 As at 31/03/2007	2007-08 Current placements
132	149	127	91

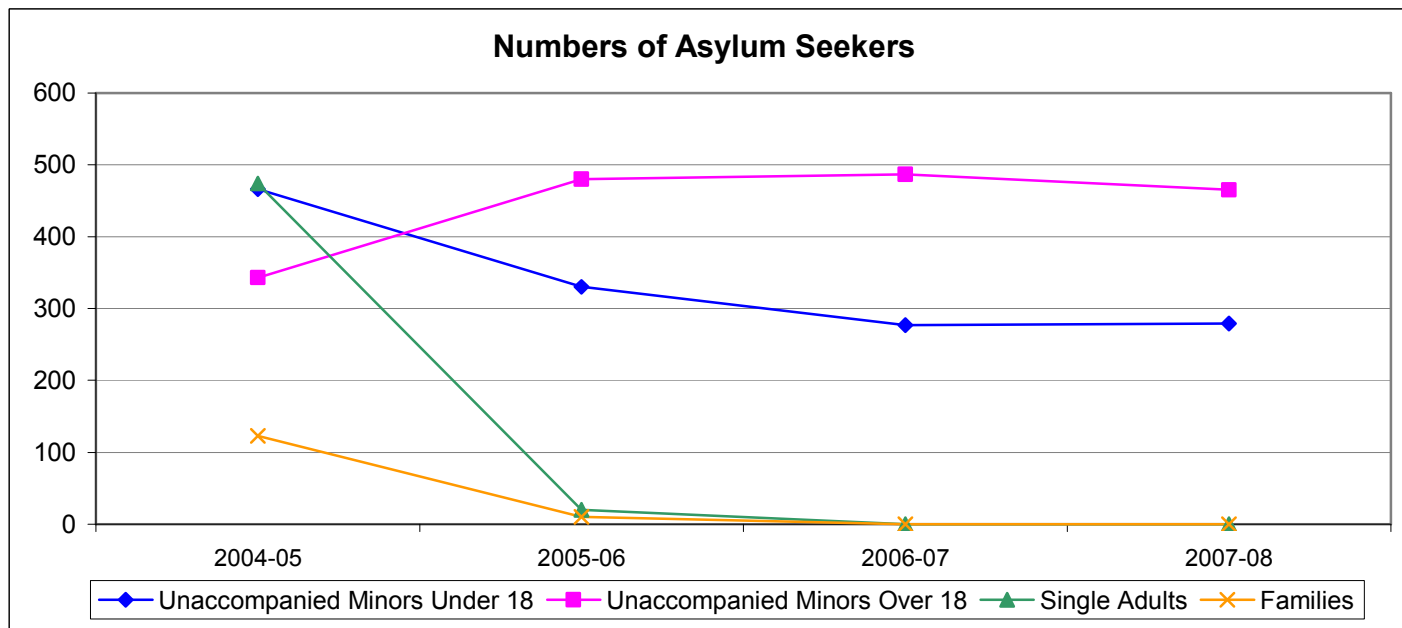


Comment:

- Children Looked After by KCC may on occasion be placed out of the County, which is undertaken using practice protocols that ensure that all long-distance placements are justified and in the interests of the child. All Looked After Children are subject to regular statutory reviews (at least twice a year), which ensures that a regular review of the child's care plan is undertaken. The majority (over 99%) of Looked After Children placed out of the Authority are either in adoptive placements, placed with a relative, specialist residential provision not available in Kent or living with KCC foster carers based in Medway.
- There has been a significant reduction in the number of placements in Kent by other local authorities and the number of out of county placements by Kent due to a data cleansing exercise conducted with other local authorities. This exercise has no financial implications as authorities are not allowed to recoup the costs associated with caring for looked after children from other local authorities.

2.9 Numbers of Asylum Seekers (by category):

	2004-05	2005-06	2006-07	2007-08
	31-03-05	31-03-06	31-03-07	30-09-07
	Number	Number	Number	Number
Unaccompanied Minors Under 18	466	330	277	279
Unaccompanied Minors Over 18	343	480	487	465
Single Adults	474	20	0	0
Families	123	10	0	0

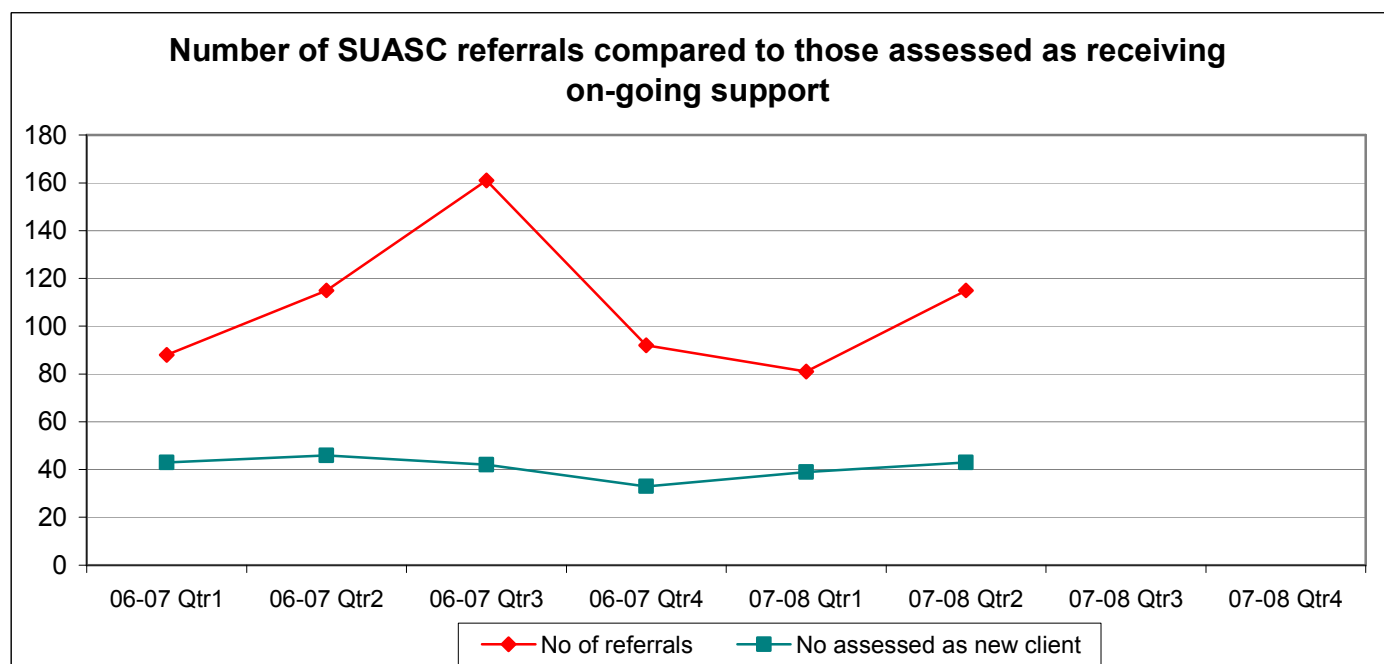


Comment:

- The numbers above refer to clients who have been assessed as qualifying for asylum. The numbers have reduced in line with expectation.

2.10 **Numbers of Asylum Seeker referrals compared with the number assessed as qualifying for on-going support from Service for Unaccompanied Asylum Seeking Children (SUASC) ie new clients:**

	2006-07			2007-08		
	No. of referrals	No. assessed as new client	%	No. of referrals	No. assessed as new client	%
April - June	88	43	49%	81	39	48%
July - Sept	115	46	40%	115	43	37%
Oct - Dec	161	42	26%	70 (October only)		
Jan - March	92	33	36%			



Comments:

- The number of referrals in the second quarter is slightly higher than the forecast of 110 and the same as the second quarter last year. The percentage of referrals that become on-going referrals has fallen significantly below the forecast level of 50%.
- In October we had 70 referrals. This represents half of our forecast for the whole of the third quarter, and is the highest number in a single month for over 4 years.

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By: Graham Badman, Managing Director - Children, Families & Education
Mark Dance, Cabinet Member - Operations, Resources & Skills
Chris Wells, Cabinet Member - Children, Families & Educational Achievement

To: Children Families and Education Policy Overview Committee - 30 January 2008

Subject: BUDGET 2008-09 AND MEDIUM TERM PLAN 2008-09 TO 2010-11

Classification: Unrestricted

Summary: The purpose of this report is to consult the Committee on budget proposals for the Directorate, with reference to the KCC published consultation paper issued on 21 January 2008.

Members are invited to comment on the key issues on the proposed funding changes for the services provided by the Children, Families & Education Directorate.

Introduction

1. (1) The Autumn Budget Statement report by the Leader, Cabinet Member for Finance, Chief Executive and Director of Finance to Cabinet on 17 September 2007 set out the national and local context for KCC's medium term plan (MTP) for the period 2008-09 to 2010-11.

(2) The report 'Update on CSR 07 and the Local Government provisional finance settlement' to Cabinet on 14 January 2008 updated the overall budget position to reflect the provisional local government finance settlement for the years 2008-2011. As reported, the provisional grant settlement was better than expected and has provided a small degree of flexibility for the overall proposed budget package.

(3) We reported the national and local context to the last Policy Overview Committee meeting and outlined the existing MTP priorities.

(4) Since that meeting there have been a number of further developments that have resulted in the budget proposals being presented for consultation. Members are invited to comment on the key issues for the services provided by the Children, Families & Education Directorate so that these can be taken into account at the budget meetings of Cabinet on 6 February and County Council on 19 February 2008.

Background

2. (1) The consultation papers include an overall summary of the proposed portfolio budgets for 2008-09 showing the amounts proposed for each service within the two portfolios that cover the Children, Families & Education Directorate. This now identifies the gross expenditure, income and net expenditure.

(2) The papers also include the proposed capital investment programme and the medium term revenue and capital plan for 2008-09 to 2010-11 expressed as figures and portfolio priorities. All papers are presented in a consistent format for every portfolio.

(3) Due to the timing of the consultation release (21 January 2008) we cannot include any papers with the agenda for this Committee but copies of the draft budget book and medium term plan will be available from 21 January 2008 and at the meeting.

Revenue Budget

3. (1) The starting point for the budget is derived from the existing MTP. As indicated in the previous report, there have been some adjustments to reflect transfers between portfolios, service pressures, and efficiency savings and income generation.

(2) Some areas of spending priority for which significant additional funding is proposed are highlighted below:

Home To School Transport £4,675k

This represents the total cost of estimated price increases for all Home To School and Home To College Transport. This funding will maintain the current level of service.

Independent/Non Maintained Schools £2,535k

This reflects the total cost of estimated price increases for places purchased in the Independent/Non Maintained sector for children with additional educational needs. This funding will maintain the current level of service.

Student Award Reduction £738k

This legislative pressure is caused by the fact that the phasing the DIUS has applied in removing funding from local authorities for the student finance function - as part of the national transfer to the Student Local Company in Glasgow – does not reflect the actual phasing of the reduction in the workload and loss of staff as the entire function is removed from local authorities in 2011.

Tree Safety/Hiring and moving mobile classrooms - £970k

This is a legislative pressure on the Capital Strategy Unit and is a result of work carried out by our external auditors which identified that these areas of expenditure – previously charged to our capital programme – do not meet the latest definitions of what constitutes capital expenditure and so these costs now form a pressure on the revenue budget. There is no change to the level of service as a result of this.

Prudential Borrowing £1108k

This borrowing is to support the major service improvement around the implementation of the Special Schools Review.

Childrens Social Services £3,910k

This price pressure reflects the best estimate of the impact of price increases across a range of services including fostering and residential placements. This will maintain the services at their current level.

Payment for 3 & 4 Year Olds £3,544k

This price pressure represents the cost of the annual increase in the hourly rate paid to all the Early Years private, voluntary and independent providers and should maintain the current service.

Supporting Improvement in 740 early years settings £752k

The legislative pressure arises from the Childrens Act 2006 and our duty to ensure the quality of early years provision. This additional funding will help us to meet these requirements, improve the service and raise standards in the sector.

Increase in early education entitlement 3 & 4 Year Olds £6,176k

This legislative pressure reflects the impact of the national increase in the early years entitlement from 12½ hours per week to 15 hours per week and will help expand provision across the county.

Care Matters Grant Shortfall £591k

This is a legislative pressure that affects the Children's Social Services Division within CFE. Following on from Care Matter the DCSF have announced a new grant to help meet the additional costs arising from the proposals to improve the experience of looked after children and support local authorities in improving the outcomes for this group of young people. The work that we have done combined with development of the "Pledge" has identified costs that will total around £2.6m and we currently estimate that we should receive around £2m in grant funding. This pressure represents the cost of the shortfall in the grant that we would need to fund in order to deliver all that is in the Pledge. This pressure will allow a significant improvement in the level of support that Kent can provide to looked after children.

(3) Provisional cash limits for each Portfolio have been set, and therefore to balance to those cash limits, given the pressures outlined above and in the budget and MTP documents we will need to propose savings, efficiencies and new income streams to deliver a balance budget. The draft budget book and medium term plan released on 21 January 2008 detail the proposed savings required in 2008/09. Some further commentary on some of the savings is provided below:

Broadband connectivity £1,532k

Increased government funding will enable us to offer free broadband to schools and maintain the current level of service whilst reducing the financial contribution made by the authority.

Closure of Alderden House £450k

This is the full year effect of the savings arising from the closure.

Capitalisation of Building Schools for the Future (BSF) Advisers £1,120k

The cost of the BSF curriculum advisers can be charged to the capital programme as a cost against the BSF schemes and this produces a significant saving to the revenue budget but maintains the level of support for the BSF programme. This saving effectively offsets the pressure added to the revenue budget in respect of tree

safety and mobile classrooms that is detailed in Paragraph 3.2. There is the possibility that we could capitalise up to £1.8m in respect of curriculum advice on our capital schemes but at the moment have assumed just £1.12m in respect of savings in the revenue budget

Existing staff savings £506k

This is the full year saving arising out of staff reductions implemented in 2007-08 in the Commissioning division.

(4) Delivery of this budget will be difficult but is achievable. The strategy adopted will enable us to make significant service improvement in key areas such as early years and the support for looked after children as well as sustaining current levels of service elsewhere. Wherever possible we have looked to make savings in areas that will protect frontline services and enable us to retain the capacity to move forward with modernisation and innovative change – particularly in areas such as implementing the special schools review and the BSF programme.

Dedicated Schools Grant

4. (1) The announcement of the DSG for the next three years was largely in line with our expectations, as highlighted at the November meeting of this committee. We expected the settlement to be tighter than in previous years and this has proved to be the case. The headline figures are set out in Table 1 below.

Table 1

DSG	Kent Basic Increase Per Pupil	Kent Basic Increase Incl. Ministerial Priorities Per Pupil	National Increases Per Pupil
2008/09	+3.1%	+4.9%	+4.6%
2009/10	+2.9%	+3.6%	+3.7%
2010/11	+2.9%	+4.2%	+4.3%

(2) The announcement also confirmed that the minimum funding guarantee (MFG) for schools would be set at 2.1% for each of the next three years, compared to 3.7% in the current financial year. The DCSF estimate that schools will face cost pressure increases of 3.1% per annum in each of the next three years but in constructing the DSG and MFG have assumed that every school can make annual efficiency savings of 1% and believe that an MFG of 2.1% will be sufficient.

(3) We already had concerns about the impact of a tighter DSG and lower MFG on schools budgets over the medium term and these have been heightened by the recent announcement of the Teachers pay award of 2.45% in 2008, 2.3% in 2009 and 2.3% in 2010. These cost of living increases, coupled with the impact of pay progression, could mean that many schools may face an increase in their teachers wage bill of between 3% and 4%. With an MFG of 2.1% and the in-built DCSF assumptions on efficiency there will be pressure on school budgets over the medium term.

(4) Our current estimate of the cash position in respect of DSG (adjusted for the impact of academies) is set out in Table 2 below:

Table 2

	2007-08 £000s	2008-09 £000s	2009-10 £000s	2010-11 £000s
Basic increase in DSG*	31,999	22,661	22,360	22,709
Ministerial priorities	11,512	12,561	5,570	10,240
Estimated net increase including ministerial priorities	43,511	35,222	27,930	32,949
LA estimated pressures	3,005	2,812	3,016	2,824
EY price pressure	1,511	1,557	1,142	1,187
Schools	27,483	26,026	21,739	19,696
Total estimated DSG pressure	31,999	30,395	25,897	23,707
Remainder for ministerial priorities	11,512	4,827	2,033	9,242
Total estimated increase	43,511	35,222	27,930	32,949

* The figures for the basic increase in 2009/10 and 2010/11 are lower than those shown in the MTP book 2008/11 because subsequent to that being prepared DCSF confirmed that some aspects of early years funding will be removed from the DSG and allocated as a new specific grant.

(5) The above table highlights the fact that it will not be possible to “balance” the DSG and meet all the basic pressures without making some use of the money allocated as “ministerial priorities”. Our understanding is that this is in line with many other LA’s in the south east. The fact that the overall DSG increase for 2008/09 is some £8m less than that in the current year (£35.2m compared to £43.5m) makes that somewhat inevitable unless schools can deliver the annual 1% efficiency saving which is equal to around £7m in each year. This will be difficult as many are already making efficiency savings to help balance their budgets because of the impact of falling rolls. In order to support schools as much as possible we are doing all we can to help by keeping the LA share of the increases as low as possible. In addition the authority has taken the difficult long term decisions on the Primary Strategy and this will save £1.4m all of which will be recycled into the revenue budgets of primary schools across Kent.

Capital Budget

5. (1) The existing Capital Programme, which ran to the end of 2010 was based upon a set of assumptions on the level of financial support (be it grant or supported borrowing) that would be received from Central Government. The assumptions were primarily based upon the previous levels of funding.

(2) The announcements as part of the Comprehensive Spending Review were a mixture of both good and bad news. For a number of areas – particularly the early years of the Primary Capital Programme – the grant allocations were larger than previously anticipated.

(3) Unfortunately in the areas where the County Council has greater discretion on how it allocates the resources, the allocations were disappointing.

The two major allocations being for Basic Need and Modernisation, where the reduction from what we had previously assumed and built into the Capital Programme have caused a significant challenge. The following table [table 3] shows the comparison between what was assumed in our Programme and the actual allocations.

Table 3

	2008/09 £000s	2009/10 £000s	2010/11 £000s	Total £000s
Assumed funding for Modernisation and Basic Need [both grant and supported]	38,975	46,197	20,680	105,852
Actual Allocation	22,387	22,467	22,467	68,321
Shortfall	16,588	23,730	+1787	38,531

N.B: The position is actually worse than this as the 2010/11 current draft Programme contains no provision for a Modernisation Programme.

(4) As a result of this shortfall in funding the Directorate has been required to review its previously approved Programme and make changes to it.

In addition to the reduced Funding in the above areas we were also faced with some additional pressures e.g., the need to provide an additional £7m to complete the Children's Centre Programme.

The ability to make changes is constrained by a combination of:

- a number of the Programmes being nationally directed; and
- commitments made to individual schemes or Programmes contained within the previous Programme.

(5) With the Council not being in a position to bridge the gap, the Directorate has reviewed its overall Programme and made a number of adjustments in order to achieve a balanced Programme. The adjustments have been by way of a combination of:

- identifying additional funding (e.g., Capital Receipts);
- reducing the size of some Programmes e.g., Modernisation and Maintenance; and
- the re-phasing of some Programmes e.g., special schools.

(6) Whilst we have wrestled with the challenges of reduced funding to some schemes and increased pressures in others, we do have a very significant programme and more investment into our schools than ever before.

(7) It does, however, need to be recognised that whilst the overall sums are large, the vast majority of it is targeted e.g., BSF, Primary Capital, SSR, Development Opportunities and Academies.

(8) If we look at some of the specifics within the Programme it is worth drawing attention to the following schemes/programmes:

BSF

Just prior to Christmas the Cabinet agreed to the appointment of Land Securities Trillium as our Preferred Partner for the first of our Local Education Partnerships, and our budget includes for the full delivery of Wave 3 and for us to progress our involvement in Waves 4, 5 and 6 . All of which were approved by Government.

Our early involvement in BSF brings significant early benefits for schools and pupils. Wave 3 will see the transformation of 11 schools.

In total we are anticipating that our secondary sector will see eventual investment of some £1.8bn.

Primary Capital Programme (PCP)

We were previously included in PCP as one of 23 pathfinder authorities. The overall Programme is rolled out from 2009/10, and the grants allocations are larger than anticipated, which will mean that more of our schools will benefit sooner.

SSR

The completion of the new Programme, together with BSF, will lead to the completion of the building elements of the Review and see the transformation of all of the schools.

Development Opportunities

As in the past a number of schemes within the Programme are categorised as Development Opportunities, which basically means that there is an opportunity to fund the required building improvements via the creation of a Capital Receipt from elsewhere on the site.

The number of these schemes, particularly at feasibility, continue to grow, but we may see a slight drop off as such schemes are now being required to find the cost of any borrowing in advance of the receipt and this needs to be charged to Revenue.

Academies

Recent changes in relation to the delivery of Academy schemes has meant that we become responsible and hence a number are now included within the Programme. With the exception of our sponsorship they are basically fully funded by way of Government grant.

Other Schemes

The budget provides an additional £7m which will allow us to complete all of the Phase 2 Children's Centres during 2008/09.

The other significant scheme to be completed is the creation of the Dartford Campus which provides a 'cradle to grave' educational facility – providing nursery, primary, secondary and adult education.

The delivery of the new Programme is not going to be without its challenges, of which two spring to mind:

1. the realisation of receipts – the potential economic recession may make them more difficult to realise; and
2. the cost of schemes – we are currently seeing building cost inflation running ahead of general inflation.

Recommendations

6. Members are asked to note and comment on the above proposals.

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Background Documents:

None

Other Useful Information:

None

By: Graham Badman, Managing Director, Children, Families & Education

To: Children, Families & Education Policy Overview Committee -
30 January 2008

Subject: HALF-YEAR MONITORING 2007/08

Classification: Unrestricted

Summary: This report summarises the 2007/08 CFE half-year monitoring results for the *KCC Annual Plan 2007/08*, the annual Business Unit Operating Plans, the Best Value Performance Indicators (BVPIs) and includes the Managing Director Summary of progress to date.-

Process

1. The Directorate has completed the half-year monitoring of the priorities set out within the KCC Annual Plan 2007/08, the annual Business Unit Operating Plans and BVPIs. Some of these BVPIs appear in the regular 'Staying Excellent' report, the full set is set out in Appendix 2.

Summarised Outcome

KCC Annual Plan

2. (1) Directorate strategic objectives are consistent with the priorities for improvement published in Sections 3 and 6 of the 2007/08 *KCC Annual Plan*. Progress against all of them was checked as part of this year's half year monitoring process and all were categorised as either 'On course' or 'Done and ongoing'.

Annual Business Unit Operating Plans

(2) As part of the half-year monitoring, Directorates checked progress against each of their unit business plans. The Managing Director's statement outlining progress is included in Appendix 1. All the projects/developments/key actions set out in the 2007/08 Annual Unit Business Operating Plans are either 'on course' or 'done and ongoing'.

BVPIs

(3) Mid year positions and full year forecasts for all statutory BVPIs are provided in Appendix 2.

(4) Last year there was concern about how many targets were being missed for BVPIs and action was taken to ensure a more robust target setting process for the current year. Results this year in general show good performance however a number continue to

show variance against target due to targets being negotiated and agreed with government rather than being set locally.

(5) Commentary is provided in Appendix 2 for indicators showing variance to targets – however small those variances may be. Many of these indicators are already included in the Staying Excellent exception report, and have detailed action plans to support improvement. The next Staying Excellent report will be available in January and the indicators included will be reviewed on the basis of the results of the BVPI mid year monitoring as well as comparative 2006/07 data .

Recommendations

3. Cabinet Members are asked to NOTE the report.

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Background Documents:

None

Other Useful Information:

None

Managing Director's Statement - CFE Annual Business Unit Operating Plans Half Year Monitoring 2007-8

The CFE Directorate continues to focus on its vision to ensure that every child and young person and their family is supported, achievement exceeds aspiration and children are positive about their future.

All service units within the Directorate also share a common commitment to the successful achievement of other cross-cutting strategic objectives such as the Supporting Independence Programme, 2010, The Kent Agreement, the Vision for Kent and the Children and Young person's plan.

We have now received confirmation of the results of our 2007 Annual Performance Assessment (APA). Crucially Strategic Management and Capacity to Improve has been graded as outstanding (4) with all of the other Every Child Matters Outcomes being rated as good (3) including Children's Services overall - there still remains the possibility of a moderation upwards to 'outstanding' for the 'Making a Positive Contribution' outcome.

The Government Office for the South East has **also** commented positively on Kent's performance, recognising our robust service management and highlighting attainment at Key stage 4, partnership working with Health, development of a parenting strategy and seeking the views of Children and Young People as particular strengths.

This excellent feedback stands us in good stead as we approach the Joint Area Review in early 2008.

Once again students and their teachers have produced outstanding GCSE results, outstripping the national rate of improvement and heading towards a record level of almost 65% of students achieving 5+A*-C grades - an increase of approximately 3.5% from last year. Similar substantial improvement was seen with the A-Level results and the good news continues with primary schools also performing well in the Key Stage 1 and 2 results. In Key Stage 1 Kent now exceeds the national average at reading, writing and maths at the higher level three.

The development of Children's Trusts continues with national evaluation of the pathfinder trusts showing that there are early signs of local positive outcomes for Children and Young People. Kent's own evaluation shows that Trusts are key enablers that are helping to ensure that children and their families are placed at the centre of everything we do and that services are personalised to meet the needs of individuals. The Children's Trust mandate is to influence, inform and transform relationships and attitudes. It will promote the positive influence parents bring to their children's lives, bridge the gaps between children, families and professionals and aspire to instill learned optimism, resilience and capability in families and communities.

The development of a parenting strategy is a first step to fulfilling this aspiration. Its aim is to build parents' and carers' confidence in parenting and supporting their children effectively to enable them to be happy, healthy and fulfilled and in so doing deliver the 5 ECM outcomes.

Other key developments include:

Being Healthy

The effective partnership and full contribution of Health services in the emerging children's trust arrangements is a considerable strength. The Children's Health Division and the Children's Trust Board has started to develop our ambitious vision to ensure joint working, planning and commissioning of services that will create accessible services and target resources to address health inequalities and promote social inclusion.

The publication of a draft strategy for Public Health in Kent brings together the full range of activity by KCC, PCTs and our partner organisations that contributes to public health and sets out our priorities for the future.

Kent also aims to target the health and well being of all its C&YP through a number of complementary 2010 and Kent Agreement targets which together will provide the support needed at all stages of their development to enable them to develop the emotional intelligence to make informed choices.

There are now 306 healthy schools in Kent - ahead of the national average and 96% of schools are working towards accreditation. Improved pupil behaviour including punctuality and attendance has been reported by schools following their increased uptake of initiatives for healthy eating and physical activity (such as breakfast clubs and walking buses).

A strategy for children and adolescent mental health has been developed to shape joint commissioning and delivery of a range of services. An innovative Kent Agreement target is supporting the trial of an assessment measure to test the effectiveness of services. This will ensure that Children and Young People are experiencing good outcomes.

Staying Safe

Kent's multi-agency Safeguarding Board continues to work vigorously to achieve good outcomes for children. Draft new procedures have been produced to provide up to date, comprehensive information and guidance on all aspects of child safeguarding across a broad range of agencies and the establishment of the Safe Recruitment & Employment Group will support safer working practices.

Tackling bullying remains high on the agenda with a 2010 target in place that aims to encourage a zero tolerance approach towards disruptive behaviour, bullying and vandalism. Partnership working with Kent Police is particularly aimed at providing support to schools to implement restorative approaches. Restorative justice workshops have been held across Kent and the materials published to support implementation.

New guidance has been issued on cyber bullying (text/e-mail/phone) and a monitoring system is now in place. An anti-bullying co-ordinator is in post to support school staff, parents and children to develop strategies to tackle bullying

For children in need key performance indicators showed Kent as very good for core assessments completed in time and 98.4% of child protection cases that should have been reviewed during the year were reviewed.

We continue to develop preventative services to help families experiencing problems before they reach crisis point.

Enjoy & achieve

Kent continues to work hard to drive up performance and tackle those areas that we recognise as needing improvement. A number of 2010 and Kent Agreement targets are in place to ensure we continue to focus resources on improving the quality of provision and to make sure every child is given every opportunity to fulfil their potential.

Kent continues to work with internationally renowned experts to develop new ways to improve the quality, well being and engagement of young children and has extended the 'Leuven Project' to 71 primary schools in the Swale, Dover and Gravesham areas. The extension of the project to include local schools as well as pre schools/nurseries is enabling the authority to strengthen the links between schools and settings through joint training, network meetings and shared resources. This training is enabling schools to use the Leuven approach, already successful in the settings and will provide improved continuity for children.

Twenty three early years advisory teachers and twenty five special educational needs co-ordinators (SENCOs) who work in pre-school settings have been appointed to work within the clusters and provide links between pre schools/nurseries and schools. This strengthens the work of the seventy five leading early years practitioners based in schools.

Results in Kent in 2007 for our seven year old children improved in five out of nine indicators. Kent performance exceeded national results for higher achieving seven year old children in reading and mathematics. The focus on narrowing the gender gap has been particularly successful. For example the three year trend for higher achieving boys shows a 3% gain in Kent compared to a 1% decline nationally. Year on year rates of progress in writing place Kent children in the top quartile. The implementation of the Communication, Language and Literacy Development pilot in ten schools has resulted in gains of 5% in reading. During the year, the capacity of clusters to improve reading has been enhanced by training 24 reading recovery teachers as part of the 'Every Child a Reader' programme. This development is already improving reading progress for those struggling to develop basic skills.

Eight of the ten performance indicators for our 11 year old children showed improvement in 2007. Performance in writing for the higher achieving 11 year olds exceeded national figures and a 0.9% improvement in English maintained year on year improvement. In 2007 Kent paralleled national performance.

Schools engaged in intensive support programmes have made significant gains in attainment. For example the 20 schools which implemented the Intensifying Support Programme improved by 10% in English at level 4+ and 11% in mathematics

KCC continues to transform education and school provision to ensure it is fit to meet the needs of the children of Kent in 21st Century. The primary strategy and the review of special schools are ongoing. Our visionary secondary strategy is being realised through the Building Schools for the Future project, development of Academies, Specialist Schools and Federations.

By September 2008 there will be eight academies established in Kent. KCC has secured capital investment for academies in the order of £220 million to date and is an active sponsor of each school.

Making a positive contribution

Our aim is to ensure all C&YP feel engaged and inspired to learn and that they have the opportunity to share their views and to know that they can make a difference. A 2010 target is in place to ensure we continue to listen and respond to their views.

A strategic framework for the 'Participation of Children and Young People' was approved by the Kent Children's Trust to guide participation work at a county and local level.

In May 2007 the National Foundation for Educational Research carried out a survey on our behalf asking 43,000 Children and Young People aged 7 to 19 from more than 450 schools for their views on a variety of subjects.

The results have been a powerful tool to help us understand what life is like for young people in Kent today and are already helping us to shape our services for the future. The outcomes have been used to inform 2010 action planning and included within performance data to measure children and young people's perceptions. Results have also been used to inform local clusters planning, District Integrated Youth Strategies and shape the next LAAs priorities as identified by the Kent Children's Trust.

The good news is that 68% of young people aged 11-16 are positive about their future but we still have much to do with 11% feeling sad or depressed most days and worries about personal safety and accessible recreational activities featuring strongly

'Student Voice' and school councils continue to provide an opportunity for pupils to influence their learning and school life in general. At the 2007 Kent Show a key theme was 'Student Voice' and 600 children and young people gave their views on their school and the neighbourhood where they live that provides us with further information to help future planning.

Achieving Economic well being

Preparing young people for employment is such an important priority for Kent that 5 of the 2010 targets have been developed to ensure that school leavers have the right skills to access jobs and opportunities. The creation of the 14-24 Innovation unit with responsibility for professional skills and training, Educational Business Partnerships, careers guidance and vocational programmes will ensure that our young people become the workforce of tomorrow bringing economic success to Kent

Vocational courses, including engineering, construction, electrical, motor vehicle maintenance, media studies, hair and beauty, land based industries, retail, hospitality and catering, are helping young people in their future career and supporting industries in Kent. 4000 14-16 year olds attend vocational courses, Kent intends to expand these programmes to more than 6000 students. The development of new facilities will enable secondary schools to access specialist facilities for the delivery of diplomas. The new diplomas will be available to all learners and Kent will be piloting new courses in construction, engineering, creative and media, health and social care and IT from September 2008

Extended Schools and Children Centres are at the heart of Local Children's Trusts developments and will have an important role to play in providing childcare to help working parents as well as providing extra support to children and families and quick and easy access to wider services. There are now 187 extended schools delivering the full core offer and 20 Children Centres established with another 52 currently in development that will

serve the most disadvantaged areas and reach over 42,000 children under five from March 2008.

Looked After Children

In response to the requirements of Care Matters: Time for Change, Kent has produced its pledge for children and young people in and leaving care. It was developed with what GOSE describe as an imaginative approach that involved wide ranging consultation and two residential events with children who have experience of being looked after.

Kent has introduced a range of services to ensure that it is rare for a child to become looked after and for those that do come into care there is stability and opportunities and support to achieve at school. Family group conferencing, which has proved to be a success in preventing older children from becoming looked after has been made mandatory for all children aged 10 or under at risk of coming into care.

Increases in the school nursing service have improved looked after children's access to regular health checks and Ofsted judged Kent as very good for LAC reviews completed on time.

There is still much to do to ensure we close the gap between children in care and all other children. Improving education and life chances for looked after children remains our priority and new initiatives, such as a pilot scheme to encourage learning and enhance attainment through individual support from mentors should help us achieve this goal.

Supporting Children and Young people with a Learning Difficulty and/or Disability

A 2010 target is in place to ensure better planning to ease the transition between childhood and adulthood for young people with disabilities and to promote their independence. KCC has established an Executive Board which involves Health, Education, Social Care, Connexions and the Learning and Skills Council to improve service planning and the delivery of educational, social care and health services. Good progress is being made in updating the transition policy and the commissioning of a survey of young people and their families about their experience of the transition process. A single 'County Transition Information Pack' has been developed for young people and their families.

A transition support pathway is being developed to focus on helping young people to consider a range of opportunities to enable them to access education, training, employment and supported living.

A new group has been established to commission services to promote the achievement of vulnerable children, including those with Special Educational Needs/Learning Difficulties and Disabilities (SEN/LDD).

Six local LDD Collaborative Groups have been established across the county to increase curriculum choice and vocational opportunity, and address pathways and transition issues. They comprise FE Colleges, Special Schools, Connexions, AEN Advisers, providers from the private and voluntary sectors and PCTs.

Windchimes, East Kent's resource centre for children with a disability is in development. The centre will support more than 500 families from right across Swale, Thanet, Dover and Canterbury districts whose children have physical or learning disabilities.

Ofsted Inspections from September 05- July 07 judging how well learners with learning difficulties and disabilities make progress shows that 95% schools inspected achieved satisfactory or better and 61% of those achieved good or outstanding

Service management

The establishment of the Trusts with joint planning, new commissioning processes, integrated management structures, pooled budgets, co-located services and delivery points continues to be challenging but rewarding and we are already seeing early indications of positive outcomes from the LCT pathfinders.

The Directorate has continued to review its structures to ensure we are fit for purpose. Workforce reform and integration are key to delivering services through Children's Trusts. The implementation of the Common Assessment Framework, lead professional role and Contactpoint are moving forward and will be the tools that help make integrated working a reality and improve outcomes for Children and Young People

The review of the Policy, Performance and Planning unit and Management Information unit has resulted in new structures that will strengthen the performance management function, and support local children's trusts as they prepare their local Children and Young People plans. Key elements of safeguarding have been integrated for the first time by bringing together the school and vulnerable children safeguarding teams.

Preparations continue for Kent's Joint Area Review (JAR) which is undertaken by a multi disciplinary inspection team and assesses the quality and impact of services for Children and Young people across all agencies. Inspectors will be undertaking fieldwork in Kent during January.

BUSINESS UNIT OPERATING PLANS All objectives on target.

Performance Indicator	Business Unit/Division	Good Performance is:	Actual 2006/07	Mid Year 2007/08	Forecast 2007/08	Target 2007/08	Change from previous year	Progress to target
Children, Families & Education								
BV 43a : Statements of special educational need prepared within 18 weeks – excluding those affected by “exception to the rule”	Commissioning	High	99.6%	99.0%	99.0%	99.0%	Worse Result	On Target
BV 43b : Percentage of statements of special educational need prepared within 18 weeks – all statements	Commissioning	High	88.1%	87.5%	90.0%	90.0%	Improved Result	On Target
BV 45 : Percentage of half days missed due to total absence in secondary schools in previous academic year	Commissioning	Low	8.1%	8.0%	8.0%	7.8%	Improved Result	Behind Target
Progress made but behind target – however the performance trend is tracking national average. Covered by Staying Excellent and LAA monitoring.								
BV 46 : Percentage of half days missed due to total absence in primary schools in previous academic year	Commissioning	Low	5.7%	5.3%	5.3%	4.7%	Improved Result	Behind Target
Comment on progress to target: Progress made but behind target – however the performance trend is tracking national average. Covered by Staying Excellent and LAA monitoring.								
BV 222a : Percentage of early years leaders with level 4 qualification and above	School Organisation : Early Years	High	33.9%	33.9%	33.9%	33.9%	No Change	On Target
BV 222b : Percentage of early years settings with input from staff (0.5 FTE or more) with graduate or part graduate training in teaching or child care development	School Organisation : Early Years	High	15.8%	15.8%	15.8%	15.8%	No Change	On Target
BV 38 : Proportion of 15 year old pupils achieving 5 or more GCSEs at grades A* - C or equivalent	Standards and Achievement	High	61.2%	65.0%	65.0%	64.0%	Improved Result	Ahead of Target

Performance Indicator	Business Unit/Division	Good Performance is:	Actual 2006/07	Mid Year 2007/08	Forecast 2007/08	Target 2007/08	Change from previous year	Progress to target
BV 39 : Percentage of 15 year old pupils achieving 5 GCSEs or equivalent at grades A* - G (including English and Maths)	Standards and Achievement	High	89.6%	91.0%	91.0%	91.0%	Improved Result	On Target
BV 40 : Proportion of pupils achieving Level 4 or above in the Key Stage 2 Mathematics test	Standards and Achievement	High	72%	73%	73%	81%	Improved Result	Behind Target
Comment on progress to target: Action plans and progress reports covered by 2010, Staying Excellent and LAA monitoring.								
BV 41 : Percentage of pupils achieving Level 4 or above in the Key Stage 2 English test	Standards and Achievement	High	77%	77%	77%	80%	Improved Result	Behind Target
Comment on progress to target: Action plans and progress reports covered by 2010, Staying Excellent and LAA monitoring.								
BV 181a : Percentage of 14 year old pupils achieving Level 5 or above in Key Stage 3 in English	Standards and Achievement	High	72%	73%	73%	77%	Improved Result	Behind Target
Comment on progress to target: Action plans available in previous Staying Excellent reports. However Key Stage 3 is not seen as a priority for secondary schools, who now focus on GCSE and vocational qualifications.								
BV 181b : Percentage of 14 year old pupils achieving Level 5 or above in Key Stage 3 in Mathematics	Standards and Achievement	High	76%	75%	75%	78%	Worse Result	Behind Target
Comment on progress to target: Action plans available in previous Staying Excellent reports. However Key Stage 3 is not seen as a priority for secondary schools, who now focus on GCSE and vocational qualifications.								
BV 181c : Percentage of 14 year old pupils achieving Level 5 or above in Key Stage 3 in Science	Standards and Achievement	High	72%	72%	72%	77%	No Change	Behind Target
Comment on progress to target: Action plans available in previous Staying Excellent reports. However Key Stage 3 is not seen as a priority for secondary								

Performance Indicator	Business Unit/Division	Good Performance is:	Actual 2006/07	Mid Year 2007/08	Forecast 2007/08	Target 2007/08	Change from previous year	Progress to target
schools, who now focus on GCSE and vocational qualifications.								
BV 181d : Percentage of 14 year old pupils achieving Level 5 or above in Key Stage 3 in ICT	Standards and Achievement	High	73%	Not available	Not available	77%		
BV 194a : Percentage of pupils achieving level 5 or above in Key Stage 2 English	Standards and Achievement	High	31%	32%	32%	32%	Improved Result	On Target
BV 194b : Percentage of pupils achieving level 5 or above in Key Stage 2 Maths	Standards and Achievement	High	32%	31%	31%	33%	Worse Result	Behind Target
<p>Comment on progress to target: Action plans and progress reports covered by 2010, Staying Excellent and LAA monitoring.</p>								
BV 49 : Percentage of looked after children at 31 March who had had three or more placements during the year (PAF A1)	Children's Social Services	Low	10.6%	13.0%	11.0%	11.0%	Worse Result	On Target
BV 50 : The percentage of young people leaving care aged 16 or over with at least 1 GCSE at grades A*-G or a GNVQ (PAF A2)	Children's Social Services	High	55.3%	67.0%	70.0%	70.0%	Improved Result	On Target
BV 161 : At age 19, young people in employment, education or training, the rate for children who had been looked after at age 16 as a ratio of rates for all young people (PAF A4)	Children's Social Services	High	0.65	0.80	0.75	0.70	Improved Result	Ahead of Target
BV 162 : The percentage of child protection case reviews during the year which were reviewed on time – within 6 months of last review (PAF C20)	Children's Social Services	High	98.5%	100.0%	100.0%	100.0%	Improved Result	On Target
BV 163 : Percentage of looked after children that were adopted during the year (PAF C23)	Children's Social Services	High	11.8%	12.7%	12.0%	9.0%	Improved Result	Ahead of Target

Performance Indicator	Business Unit/Division	Good Performance is:	Actual 2006/07	Mid Year 2007/08	Forecast 2007/08	Target 2007/08	Change from previous year	Progress to target
BV 197 : Change in the rate of teenage pregnancy compared to 1998 baseline of 41.5 per 1,000 females aged 15 to 17	Health, Children and Young People	Low	-9.7%	-9.7%	-10.0%	-16.2%	Improved Result	Behind Target
<p>Comment on progress to target: Improvement made but behind target – already covered under Staying Excellent report – action plan in place. Quarterly data no longer being provided by national systems. Next annual data available in February.</p>								

Graham Badman, Managing Director of Children Families & Education

To: Children Families and Education Policy Overview Committee
- 30 January 2008

Subject: THE KENT SACRE ANNUAL REPORT (2006-2007)

Classification: Unrestricted

Summary: This paper presents the Annual Report (2006-2007) on the work of Kent's Standing Advisory Council for Religious Education and informs on key developments in the field of religious education and collective worship.

FOR INFORMATION

Introduction

1. (1) It is a statutory duty that each Local Authority establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE) to advise the Local Authority on matters concerned with the provision of religious education (RE) and collective worship.

(2) This body is required to submit, and publish, an annual report on its work to the Qualifications and Curriculum Agency (QCA) at the end of each calendar year. The report is based on work taking place in the proceeding academic year.

The Annual Report for 2006-2007 on the work of Kent SACRE

2. The Kent SACRE has submitted, and published, its annual report in line with QCA guidance. The annual report on the work of Kent SACRE is appended to this report and is submitted to Members of the Children Families and Education Policy Overview Committee. The report covers:

- Progress with the implementation of Kent's Agreed Syllabus for religious education
- Support for raising standards in religious education
- Monitoring of the teaching of religious education in Kent schools.
- Collective worship in schools
- Development of the SACRE
- SACRE arrangements (professional and administrative support)
- A summary of Kent SACRE meetings.

Key Developments in relation to RE and Collective Worship 2007-08 in Kent

3. (1) The Kent SACRE sets out priority area to take forward in its Development Plan (2007-08). The SACRE has established a steering group to lead on the implementation of developments and the monitoring and review of the plan. The SACRE Development Plan 2007-08 is a key part of its annual report and can be found at appendix three of the annual report.

(2) The implementation of Kent's Agreed Syllabus (KAS) for Religious Education, which was formally adopted by the County Council in December 2006, is a key area of work for the Kent SACRE and the Advisory Service Kent (ASK). Section two of the annual report sets out in more detail the work taking place to implement the KAS.

(3) Kent SACRE and ASK are reviewing the guidance on collective worship in schools with a view to circulating revised guidance to schools in April 2008.

Resources

4. Kent County Council provides support to the work of the Kent SACRE through:
- Dedicated resources of £7,000 per annum to service its formal meetings and associated running costs for the delivery of its functions.
 - Specialist curriculum advisory support provided through the Kent Advisory Service.
 - The provision of a dedicated Clerk.

Conclusions

5. The work of the Kent SACRE continues to contribute to the raising of standards in the teaching and learning of RE and in the effective provision of collective worship in Kent schools.

Recommendations

6. The Children Families and Education Policy Overview Committee is recommended to:
- (i) Note the Kent SACRE Annual Report 2006-2007 and the key developments being taken forward by the Kent SACRE.
 - (ii) Endorse the work of the Kent SACRE.

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Background Documents:

None

Other Useful Information:

None

**To: All SACRE Members
Qualifications and Curriculum Authority
Department for Children, Schools and Families**

**STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION**

ANNUAL REPORT

2006 - 2007



**Standing Advisory Council on Religious Education (Kent)
Annual Report for Education Year 2006-2007**

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INTRODUCTION TO SACRE ANNUAL REPORT 2006-2007

As evidenced in the detail of this report, the year has been a busy and productive one. Following the review of the Agreed Syllabus, co-ordinated by Allan Foster, and involving key members of SACRE who devoted a huge amount of time and effort in its production, this year has focused on the implementation of "REact: A Creative Vision for Religious Education".

We have been blessed in this phase of our work by the appointment of Pamela Draycott as Curriculum Adviser for RE and Citizenship in Kent, who has given unstinting support and leadership to the work of SACRE.

There has been a good spirit of collaboration modelled not only in SACRE meetings and the work of sub-groups, but also in capitalising on the networking of organisations and agencies within Kent, notably Canterbury Christ Church University and the different faith groups.

We have continued the principle of having at least one meeting a year in or adjacent to a different place of worship and we are already seeing the benefit of this development in terms of our own learning and development as members of SACRE.

I am grateful to KCC and to Advisory Service Kent in particular for valuing and resourcing our work. Kent has a long tradition of being at the leading edge of RE provision and we intend to maintain those standards.

A special word of thanks for my predecessor as chair of SACRE, Gabriel Lancaster, who retired as a member of SACRE in July, an event which was duly marked with a presentation, perhaps appropriately during our meeting at the Synagogue in Margate.

I also wish to record my thanks to Nicky Younosi, Vice Chair of SACRE, who has been both extremely supportive and very active in the range of activities undertaken during the year. My thanks also to Carol Wade for her careful and professional handling of all the administrative arrangements and paperwork for our meetings.

We look forward to the coming year's activities, confident in SACRE's commitment to take on the major tasks identified in our development plan which is now so much a part of our thinking and planning for the future.

Rupert Bristow
Chair of SACRE
October 2007

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1. Introduction

In accordance with the practice of most Local Authorities (LA), this SACRE report covers the school year from September 2006 to July 2007 and follows the format recommended in the Qualifications and Curriculum Authority's (QCA's) document, 'Guidance on the format of SACRE reports'.

2. Religious Education

2.1 REact: a creative vision for religious education – The Kent Agreed Syllabus for Religious Education, support for implementation of the Agreed Syllabus, monitoring

2.1.1 The Kent Agreed Syllabus was reviewed during the previous academic year and a hard copy (with CD ROM of all files) went into our schools in January 2007. The syllabus has taken into account the non-statutory National Framework for Religious Education (QCA: October 2004). It builds on the best of the previous syllabus but has made some significant changes by for example,

- introducing clear guidance for the foundation stage and reception year;
- requiring Christianity to be taught 'throughout' each key stage (the previous syllabus said 'in' each key stage);
- requiring a focus on the following principal religions in each key stage:
 - KS1 Hinduism (as a minimum) with Judaism and possibly another religious tradition if represented locally;
 - KS2 Judaism and Islam with Sikhism in Year 6 as part of a statutory transition unit, and possibly another religious or secular tradition if represented locally;
 - KS3 Sikhism (as part of a statutory transition unit) and Buddhism plus a revisiting of either Islam or Hinduism, and possibly another religious or secular tradition if represented locally;
 - KS4 Christianity and at least one other principal religious tradition following an externally accredited course;
 - Post 16 Christianity and other religious and philosophical life-stances – minimum of 15 hours over each year;
- placing an emphasis on developing skills, processes and concepts;
- introducing statutory level descriptors (based on the QCA document) to set the expectations for what pupils/students should know, understand and be able to do in each key stage.

In the non-statutory sections of the syllabus there is also guidance on a range of planning and delivery issues.

2.1.2 The new syllabus was introduced to schools in the period from January to July 2007. Support for implementing it began with a series of half-day courses for headteachers and governors (Introducing the new Kent Agreed Syllabus) and for subject leaders (Implementing the Agreed Syllabus). These were well attended, particularly by primary colleagues and appreciated as

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practical support for the implementation period of the syllabus which began in September 2007 (to July 2008).

In addition to these half-day courses a full-day course for RE subject leaders in the primary phase was offered in three different areas of Kent. These were fully subscribed and a repeat day will be held early in the next academic year (November 2007) to accommodate those who were not able to attend. A series of twilight sessions have been held for special school RE co-ordinators addressing specifically the needs of special schools in relation to implementing the new Kent Agreed Syllabus.

To help implementation further a programme focusing on particular religions to be taught and on the key area of assessment in RE was planned and agreed by the Advisory Service Kent (ASK) and the SACRE and will be carried out during the academic year 2007-2008.

The introduction of the statutory transition unit on Sikhism has been supported by ASK and endorsed by the SACRE by producing a 58 page resource which was made available to all our schools in September 2007.

The non-statutory guidance in the new syllabus supports the development of effective practice in RE in schools as it contains information on for example:

- leading and managing the subject;
- the use of 'I can ...' statements (to aid both task setting and assessment);
- developing schemes of work;
- skill development in RE;
- self-evaluation as a tool for improving RE;
- do's and don'ts when teaching about different religions.

2.1.3 During the period 2006-2007 SACRE has continued to discuss the issues raised by changes to the Ofsted reporting framework. These changes mean that there are no longer subject specific reports to provide evidence of attainment, achievement and compliance with legal entitlements in RE. Whilst the current Ofsted framework does require inspectors to report that the school is providing a broad and balanced curriculum (including in RE) the lack of Ofsted subject focus on RE remains a concern to SACRE.

In order to address this SACRE has taken reports from the Curriculum Adviser for RE (and Citizenship) and from school-based Advanced Skills Teachers for RE, who as part of their work are building up a picture of quality across the Local Authority. In addition SACRE has asked that School Improvement Partners (SIPs) as part of their single conversation with schools undertake a monitoring role as far as RE is concerned. This will be 'rolled-out' during the next academic year which is identified as the implementation year for the new syllabus.

Some strengths identified by Ofsted and others:

- there have been no schools in Kent where RE has been mentioned by Ofsted as a key issue;
- according to Ofsted RE continues to make a good contribution to pupils' spiritual, moral, social and cultural development;

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- there are some effective primary, secondary and special subject leaders for RE who are committed to implementing the requirements of the new Agreed Syllabus effectively in their schools.

Areas identified for improvement (by the Curriculum Adviser and others):

- better use of assessment approaches to inform planning and teaching;
- 'non-specialists' in all phases need increased subject knowledge and confidence in teaching and learning approaches;
- improvement in the use of ICT to support learning in RE;
- for secondary schools – compliance with statutory requirements especially in Key Stage 4 and in the Sixth Form.

Other issues/areas:

- the recruitment and retention of subject specialist teachers resulting in a continuing concern about staffing in a number of secondary schools. An increasing number of lessons are being delivered by non-specialist teachers with schools not giving enough support to enable them to develop their abilities in teaching RE. This in turn places an extra burden on the head of department in supporting and monitoring these staff. We have begun to address this by putting into our course programme subject leader days and support for NQTs as well as by continuing to work with local Dioceses and Teacher Training Institutions;
- SACRE has begun to discuss potential changes to the whole curriculum in secondary schools from September 2008 and its possible implications for RE in our schools. This will be kept in mind through our meetings over the coming year.

2.2 Raising standards in RE, examination results, local accreditation

2.2.1 A major aim of the new Kent Agreed Syllabus and the implementation support put in place to support it is to raise standards (of attainment and achievement), especially through:

- the use of level descriptors to aid teachers in having high expectations of what pupils/students should know, understand and be able to do as a result of their RE experiences and opportunities. High expectations and appropriate task setting will lead to more engagement and enjoyment from pupils/students and thus raise standards further;
- an emphasis on skills, processes and concepts as well as subject content;
- giving examples of appropriate 'I can ...' statements (based on the level descriptors) and challenging questions and tasks which require pupils/students to go beyond mere description.

Further advice is given by the Curriculum Adviser for RE (and Citizenship) through:

- the ASK CPD programme which supports current initiatives and priorities and addresses teachers' training needs;
- school visits – to monitor implementation and to support subject leaders and provide whole staff/departmental training opportunities;

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- the production of supplementary material to the new syllabus (for example the Sikhism transition unit resource and a planned one on teaching Hinduism in Key Stage 1).

Further support comes through three school-based ASTs for RE and two primary school-based ASTs (one Humanities and RE and the other Foundation Stage and RE).

2.2.2 Examination Results

Entries are slightly increased on the previous year and the results trend continues to show that Kent students achieve slightly higher than nationally in grades A* - C.

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Year	Subject Name	Exam Type	Boys Entries	Girls Entries	Total Entries	Kent % A*-C	National % A* - C
2004	Religious Studies	GCSE Full Course	1276	1782	3058	68.0	62.2
2005	Religious Studies	GCSE Full Course	1296	1818	3114	74.4	65.7
2006	Religious Studies	GCSE Full Course	1381	1923	3304	70.6	67.3
2007	Religious Studies	GCSE Full Course	1392	1991	3383	80.3	71.1
2004	Religious Studies	GCSE Short Course	3250	3595	6845	53.7	49.4
2005	Religious Studies	GCSE Short Course	3527	4001	7528	55.2	49.6
2006	Religious Studies	GCSE Short Course	3328	3553	6881	53.3	49.9
2007	Religious Studies	GCSE Short Course	2358	3452	6765	55.6	52.9
						Kent % A-B	National % A-B
2004	Religious Studies	GCE AS	188	324	512	44.9	40.0
2005	Religious Studies	GCE AS	188	330	518	41.5	37.3
2006	Religious Studies	GCE AS	222	360	582	40.4	39.8
2007	Religious Studies	GCE AS	210	367	577	41.4	40.1
2004	Religious Studies	GCE A (A2)	114	249	363	56.2	49.9
2005	Religious Studies	GCE A (A2)	158	292	450	56.1	52.0
2006	Religious Studies	GCE A (A2)	161	312	473	53.5	52.0
2007	Religious Studies	GCE A (A2)	156	301	457	53.9	53.4

2.2.3 There is no locally accredited scheme for RE across any phase.

2.3 Advice on teaching methods, materials, teacher training

2.3.1 SACRE provides advice on teaching methods through the non-statutory guidance included in the new Kent Agreed Syllabus. ASK provides advice on teaching methods and on materials for effective teaching through the Curriculum Adviser and through the school-based ASTs.

2.3.2 The head of primary education and the subject leader in religious education at Canterbury Christ Church University (CCCU) is an active member of

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SACRE. The local university (CCCU) is working collaboratively with the LA to support the recruitment of RE teachers and, along with the Anglican Diocese of Canterbury is taking a planned strategic approach to sharing expertise to support CPD activities in RE.

The Curriculum Adviser for RE (and Citizenship) changed in January 2007 and the new adviser continues the practice of working closely with CCCU and the Diocese. Two of the secondary ASTs are also involved in training new teachers through CCCU.

2.4 Complaints

There have been no formal complaints about RE this year.

2.5 Other matters

2.5.1 During the year 2006-2007 15 primary and 9 secondary subject leaders have requested and received some on-going in-school support from the Curriculum Adviser for RE (and Citizenship) and from the 3 secondary school-based ASTs. The focus for such support has been for example:

- identifying necessary changes to the school's scheme of work in the light of the introduction of the new Kent Agreed Syllabus;
- raising standards through considering effective task setting and assessment opportunities; and,
- supporting subject leaders in monitoring teaching and learning and progress in RE in the light of school-based procedures.

In-school support has also been given to two secondary RE NQTs.

In addition 15 secondary and 200 primary subject leaders or headteachers attended central training to introduce and implement the new Kent Agreed Syllabus. 14 special school subject leaders attended their focused training.

2.5.2 A programme of governor training on the requirements of the Kent Agreed Syllabus has begun in the year 2006-2007 and will be continued into 2007-2008. 15 governors so far have attended.

2.5.3 The Curriculum Adviser has also worked collaboratively with the Anglican Diocese of Canterbury education team and with Christ Church Canterbury University to support their RE support for their schools/mentors.

3. Collective Worship

3.1 Advice

3.1.1 Kent SACRE has offered no new advice on Collective Worship during the period 2006-2007. As part of the ongoing support to be offered to schools SACRE recognised that the previous guidance (in the form of two booklets) needs to be updated in the light of 'the Every Child Matters agenda' etc. SACRE planned to do this after the completion of the work on the new Kent Agreed Syllabus. Consequently at the final meeting of the academic year for 2006-2007 SACRE set up a working group, led by the Curriculum Adviser for RE (and Citizenship) and comprising at least one member of each group on SACRE to review the collective worship guidance and re-issue it (target date April 2008).

3.2 Monitoring

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- 3.2.1 No Ofsted report over the period has reported that in either the primary or the secondary phase that schools are not complying with statutory requirements.
- 3.2.2 SIPs have been asked to make monitoring of collective worship part of the single conversation they have with schools and report to SACRE via the Curriculum Adviser for RE (and Citizenship) on compliance and any support needs.

3.3 Training

- 3.3.1 There was one request from a primary school for support on collective worship during the year which was provided. In addition on some RE support visits collective worship issues were raised and support given.
- 3.3.2 There are a variety of resources for collective worship highlighted on the Advisory Service website.

3.4 Determinations

- 3.4.1 There have been no applications for determination in any Kent school since the passing of the 1988 Education Reform Act.

3.5 Complaints

- 3.5.1 There have been no formal complaints about collective worship in 2006-2007.

4. Links with other agencies

- 4.1 The Kent SACRE is affiliated to the National Association of SACREs (NASACRE) and has been represented at their annual general meeting as well as at QCA conferences and consultations throughout the year. Kent SACRE works in collaboration with the local Diocesan Boards of Education and with education staff at Canterbury Christ Church University.

5. Other Issues

5.1 Raising the Spirit: spiritual development across the primary school.

- 5.1.1 In May 2007 a conference was held, fully funded by ASK, for primary schools entitled 'Raising the Spirit'. It focused on practical advice to primary schools on how to encourage spiritual development and included staff from ASK leading workshops (focusing on RE, Science, Art, Music, Poetry). 3 headteachers gave workshops on how they address spiritual development in their school. There were keynote addresses from the Curriculum Adviser for RE (and Citizenship) and Rebecca Nye who shared her research on children's spirituality with the conference. 103 schools were represented and evaluations were overwhelming positive.
- 5.1.2 With this in mind SACRE discussed follow up and have put into their development plan the review of the spiritual development document 'Shaping the Spirit' produced previously. This will begin during 2008 following the completion of the collective worship guidance.

5.2 Development of SACRE

- 5.2.1 The self-evaluation exercise begun in 2005-2006 has continued into 2006-2007 resulting in a development plan which is brought to every SACRE meeting to act as a 'progress-check' and to determine action between meetings. A steering group has been set up and meets between SACRE

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meetings and as necessary (5 times over the academic year 2006-2007).
The development plan is attached as Appendix 3.

6 SACRE arrangements

6.1 Professional and administrative support from the LA

6.1.1 Professional support for the SACRE in Kent is good and includes payment by the LA for:

- expenses for attending SACRE meetings and working groups;
- committee support with a designated clerk;
- supply cover and expenses for teachers attending full SACRE or working group meetings;
- Curriculum Adviser for RE (and Citizenship) in attendance at all SACRE and most working group meetings, engaged in the writing of documents and reports for SACRE meetings and providing support to the Chairman;
- distribution, free of charge, to all schools, of county documents on RE and collective worship.

6.1.2 During the year 2006-2007 LA support for RE increased in that from January 2007 a new Curriculum Adviser for RE (and Citizenship) post was created to replace the previous one whose responsibilities also included PSHE.

6.2 SACRE meetings

6.2.1 The full SACRE met on three occasions during 2006-2007 – November, March and July. At each meeting regular items included an update on:

- developments/updates on RE and collective worship – locally and nationally, with particular reference to information from the Department for Education and Skills (DfES - now the Department for Children, Schools and Families), QCA, Ofsted, NASACRE, the RE Council of England and Wales, the National Association of Teachers of RE (NATRE) and the Association of RE Inspectors Advisors and Consultants (AREIAC).

6.2.2 Brief details of each meeting are given below:

- November 2006:
 - the keynote speaker at the annual SACRE lecture was Pamela Draycott (then Director of Professional Service for RE Today) who in January 2007 was due to take up post as Kent's Curriculum Adviser for RE and Citizenship. She spoke about RE now and in the future considering current initiatives and future priorities for RE both locally and nationally;
 - the steering group set up to help guide the SACRE development plan reported to the meeting;
 - SACRE unanimously recommended the adoption of the new Kent Agreed Syllabus for Religious Education: 'REact: a creative vision for religious education'.
- March 2007:

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- the new Curriculum Adviser for RE (and Citizenship) was welcomed to her first meeting 'in post' and SACRE thanked the previous Curriculum Adviser for RE (PSHE and Citizenship) for his support;
 - the steering group commented on progress made since the previous meeting and highlighted priorities for the future including the need to review both the collective worship and the spiritual development guidance it has issued previously. It was decided to discuss this at the next steering group meeting and come back to the SACRE with a recommendation of the order in which these documents should be reviewed;
 - SACRE was informed of the overwhelmingly positive initial reactions to the new Kent Agreed Syllabus and of the training programme for teachers, headteachers and governors being rolled out;
 - The meeting concluded with a presentation from a Sikh member of the SACRE outlining key Sikh beliefs and practices.
- July 2007
- The meeting took place in the synagogue in Ramsgate and refreshments were provided by the congregation for which SACRE is grateful;
 - two SACRE members had attended the NASACRE AGM and gave an informative report of proceedings;
 - SACRE's bi-annual award was discussed. Funding of £1000 has been secured from the Westhill Charitable Trust. The working party set up to lead on this will meet soon and come back to the SACRE at its next meeting with proposals for verification;
 - members were updated on progress in introducing the Kent Agreed Syllabus and on the work of QCA on curriculum development in the secondary phase. It was noted that the 'big picture' of the curriculum (version June 2007) did not now explicitly mention spiritual development and SACRE asked the Chairman to write to QCA on their behalf to raise this concern. The Curriculum Adviser for RE (and Citizenship) advised SACRE that Mick Waters had spoken at the AREIAC conference and was aware that there was some concern about this.
 - on the advice of the steering group it was decided to convene a SACRE working group to review the collective worship guidance (deadline April 2008) and then to follow that with reviewing the spiritual development guidance (to begin during the summer 2008);
 - it was a long standing member of SACRE and former Chairman, Gay Lancaster's last SACRE meeting and a presentation to him was made thanking him for all his hard work and commitment over the years.

Appendix 1

Kent Standing Advisory Council on Religious Education

**Standing Advisory Council on Religious Education (Kent)
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(SACRE)**

Terms of Reference

Notes:

- 1 References to Kent throughout this document relate to the area served by Kent County Council.
- 2 Those items marked * are required by statute.

A Membership

- 1* The SACRE will consist of the members appointed by the Local Authority ('the Authority') to represent respectively:
 - a. Christian denominations (other than the Church of England and other religions and denominations as in the opinion of the Authority reflect the principal religious traditions in Kent. The number of representatives approved under the category shall, so far as is consistent with the efficient discharge of this group's functions, reflect broadly the proportionate strength of that denomination or religion in the area;
 - b. The Church of England;
 - c. Teacher associations having regard to local circumstances;
 - d. The Local Education Authority.
- 2 The list attached as Appendix 2 outlines the composition of the SACRE in Kent.
- 3 The length of membership as determined by the Authority is four years following the County Council cycle. Any member of the SACRE appointed by the Authority may be removed if in the opinion of the Authority:
 - he/she ceases to be representative of the denomination or association he/she was appointed to represent; or,
 - he/she ceases to be a member of the Authority; or,
 - he/she fails to attend six consecutive meetings without good reason.
- 4* Any member may resign his/her office at any time.
- 5* Full members of SACRE may, if they wish, co-opt persons on the SACRE. Co-opted members will have no voting rights.
- 6 It will be for the members of the relevant group to determine whether it is appropriate to invite co-opted members to re-stand for election when their term of office expires.
- 7 The Authority will appoint a Chairman of SACRE whose term of office will be for a period of four years. The Vice-Chairman of SACRE will be appointed by the SACRE.
- 8* Meetings of the full SACRE will be open to members of the public except when items of a confidential nature are to be discussed.

B Terms of reference

B1 Duties

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- 9* SACRE can advise the Authority upon matters concerned with religious worship in maintained schools and religious education to be given in accordance with an agreed syllabus. These matters (which the Education Act 1996 provides can include teaching methods, teaching materials and teacher training) can be referred by the Authority or may be determined by the SACRE. The advice offered by SACRE carries no statutory force, but the LA should give careful consideration to advice offered.
- 10 The broad role of SACRE is to support effective provision of RE and collective worship in schools. The Authority will work with its SACRE to review existing provision for RE and collective worship and consider any action which might be taken.
- 11* SACRE had two particular functions: it can require the Authority to review its current agreed syllabus; and it may determine, on application by a headteacher of a maintained school after consultation with the Governing Body, that the requirement for collective worship in his/her school to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils in the school.
- 12* Each SACRE must publish an annual report on its work. This should:
- specify any matters on which it has advised the Authority;
 - broadly describe the nature of that advice;
 - set out its reasons for offering advice in any matters which were not referred to it in the first place by the Authority.

B2 Proceedings

- 13 SACRE will meet as a full body for half a day three times a year. It will be for SACRE to decide whether further meetings of the full SACRE, representative groups or sub-committees are needed.
- 14 The Authority will provide specific resources as follows:
- a clerk to organise and minute meetings and to co-ordinate working parties and initiatives;
 - an officer from the Advisory Service Kent with strategic responsibility for RE to support the SACRE in fulfilling its role;
 - an officer from the Education and Libraries Directorate to support the decision making process by Kent SACRE;
 - funding to service the formal meetings of the Council and associated running costs for the delivery of its functions.
- 15 Each constituent group will elect a Leader. The Leader will normally represent the group on SACRE working parties which require one representative from each group.
- 16* On any questions to be decided by the SACRE, only the representative groups listed in Appendix 2 have a vote and each such group has a single vote. Decisions within a group about how that vote is to be cast do not require unanimity. Each group is to regulate its own proceedings. Representatives of the Authority appointed under group 1 (d) above cannot vote on the question of whether to require the Authority to review the Agreed Syllabus. In the event of a tied vote the issue would fail and similarly any new initiative will not proceed.

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- 16 In order for the SACRE to be quorate a minimum of one-third of the representatives of each constituent group must be in attendance at the meeting.
- 18* The validity of proceedings of the SACRE or of the members of the SACRE of any particular category shall not be affected:
- by a vacancy in the office of any member of the SACRE;
 - on the groups that a member of the SACRE appointed to represent any denomination or association does not at the time of the proceedings represent the denomination or association in question.

May 2005

Appendix 2

MEMBERSHIP OF SACRE

GROUP 1: CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)

1.1 Free Church (4)

Miss J Webb – (Baptist) – serves until 31 August 2010

Mr T Setchell (Methodist) – serves until 31 August 2010

Mrs S Clark – (United Reformed Church) – serves until 31 August 2011

Vacancy – (Salvation Army)

1.2 Roman Catholic (3)

Father Gus Kinnane – serves until 31 August 2011

Vacancy - serves until 31 August 2009

Miss S Malone - serves until 31 August 2010

1.3 Buddhism (1)

Mrs C Elapatha - serves until 31 August 2010

1.4 The Greek Orthodox Church (1)

Mr M Papadopoulos - serves until 31 August 2011

1.5 Hinduism (1)

Mrs U Williams – serves until 31 August 2010

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1.6 Islam (1)

Mrs N Younosi (*Group Convenor/SACRE Vice-Chairman*) - serves until 31 August 2009

1.7 Judaism (1)

Rabbi C Cohen - serves until 31 August 2010

1.8 Sikhism (1)

Mr G Rajvinder Singh - serves until 31 August 2010

1.9 Co-opted Members

Mr A M Weinberg (Baha'i)

GROUP 2: CHURCH OF ENGLAND (6)

2.1 Rochester Diocesan Board of Education (3)

Mr J Viner (Group Convenor) - serves until 31 August 2011

Mrs J Watts – serves until 31 August 2010

Rev Canon J L Smith - serves until 31 August 2009

2.2 Canterbury Diocesan Board of Education (3)

Mr R Bristow (*SACRE Chairman*) - serves until 31 August 2011

Ms S Kendall-Seatter - serves until 31 August 2011

Mrs V Corbyn - serves until 31 August 2009

2.3 Co-opted Members

Miss S Shaw

GROUP 3: TEACHER ASSOCIATIONS (6)

(Having regard to local circumstances)

3.1 National Union of Teachers (1)

Mr S Platnauer - serves until 31 August 2010

3.2 National Association of Schoolmasters/Union of Women Teachers (1)

Ms K Burke (Group Convenor) - serves until 31 August 2010

3.3 Association of Teachers and Lecturers (1)

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Mrs P Fairchild - serves until 31 August 2010

3.4 Professional Association of Teachers (1)

Mrs A Bacon – serves until 31 August 2011

3.5 Association of School and College Lecturers (1)

Vacancy

3.6 National Association of Head Teachers Kent Branch (1)

Miss S Lacon

3.7 Co-opted Members

Miss T Kelvie

Miss E Pope

Mrs V Thornewell

GROUP 4: LOCAL EDUCATION AUTHORITY (4)

4.1 Nominees of Conservative Group (3)

Mr A R Bassam (*Group Convenor*) - serves until 31 August 2009

Mr G A Horne - serves until 31 August 2009

Mr M J Northey - serves until 31 August 2009

4.2 Nominee of the Labour Group (1)

Mr I T N Jones - serves until 31 August 2009

At this point in time, efforts are being made to fill these vacancies through contact with national and local bodies to seek suitable representatives.

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Kent SACRE Development Plan



Year: 2006-7

Version: 3.1

Last update: July 2007



Kent SACRE Development Plan 2006-7

1. Standards and Quality of Provision of R.E.	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. Compliance	To provide effective guidance to ensure that all Kent schools meet statutory requirements for RE. ECM3, 4	<ul style="list-style-type: none"> All Kent schools comply with statutory requirements for RE High quality guidance is available 	Identify non compliance through SIP monitoring Write to non compliant schools to offer support	RE Adviser Chairman	Ongoing	Developing SIPs not yet collecting the information
2. Standards and achievement	To ensure that all Kent pupils are achieving appropriately in line with standards laid out in LAS. ECM 3,4	Pupils achieving AA levels	Linked to implementation of LAS, providing a support programme focused on standards and achievement	RE Adviser working with Dioceses and CCCU	Ongoing	Developing LAS cycle – introduction (now); implementation (2 years); embedding (2 years); sustaining (1 year linked to review of LAS)
Quality of teaching / leadership & management	To ensure that quality of teaching, leadership and management of RE Kent schools is high ECM3, 4	RE established as recognised subject, not an add-on; Planning of RE takes into account requirements of LAS and national development	Supported subject leaders in primary and secondary schools through training & development	RE Adviser, working with ASK consultants and ASTs for RE. Diocesan Officers CCCU MEBA Service	Ongoing	Developing Much RE training has taken place including Headteachers, Governors and Coordinators.
4. Recruitment & retention of teachers	To encourage the appointment and retention of specialist teachers for RE in Kent schools ECM 3,4	Most recently appointed new RE teachers are willing and able to remain within the county	Provide CPD programme for new and recently appointed RE teachers in Partnership with CCCU Liaison with CCCU and other providers of RE teachers	Officers RE Adviser	Ongoing	Emerging Dioceses and CCCU agreed a programme which was forwarded to ASK for action but little action resulted. RE Adviser is seeking to work in partnership with other providers

Kent SACRE Development Plan

<p>5. Resources</p>	<p>Provide effective advice for schools to resource the new LAS ECM3,4</p> <p>To publish, as appropriate, resource material to enable effective implementation of LAS and spiritual development ECM 1,3, 4</p> <p>Promote the development of “mobile places of worship” for Judaism, Hinduism, Sikhism and Islam ECM 2, 3, 4, 5</p> <p>The Kent SACRE Biennial Awards 2007-8 – Creative Ways of encouraging children to experience places of worship ECM 1, 3, 4</p>	<p>Schools have received appropriate advice and the LAS</p> <p>Publication of additional resources.</p> <p>West Kent Cluster pilot in operation. Example to other clusters</p> <p>The quality and quantity of nominations are high. Awards made.</p>	<p>RE Adviser and ASK work in partnership with the other providers.</p> <p>Revision of “Shaping the Spirit”</p> <p>To complete the work. Article for RE Today</p> <p>Award Brief to be prepared; Working Group to finalise arrangements. SACRE/Adviser to launch to schools Possible link with NATRE competition</p>	<p>RE Adviser</p> <p>RE Adviser and SACRE Working Group .</p> <p>MCAS staff working with ASK, cluster and faith communities RE Adviser</p> <p>Chairman RE Adviser SACRE Working Group</p>	<p>Ongoing</p> <p>2008-2009</p> <p>Pilot in 2007-8</p> <p>Planning Grp meet T 1; Invitation T 2; Deadline T4; Judging T5; <i>Best to NATRE T6?</i></p>	<p>Established</p> <p>Emerging QCA have a working group about spirituality across the curriculum</p> <p>Developing West Kent pilot is in operation.</p> <p>Emerging Funding of £1000 is secured. Future plans to link the Awards with national / local initiatives, consistent with SACRE Development Plan</p>
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Kent SACRE Development Plan

2. Management of SACRE & partnership with L.A. & other key stakeholders	Objective	Success Criteria	Action	Responsibility	Timeframe	Update
1. SACRE Meetings	To move beyond routine matters, to consider wider issues about the quality of RE and collective worship ECM 1, 4	Wide ranging discussions are a feature of regular SACRE meetings, being led by group members	Agenda items from members Meetings held in a variety of venues, including schools and places of worship Group 'Pre-Meetings' take place to address agenda items	Group Conveners; Development Plan Steering Group; Officers	Will take two years to become embedded as good practice	Established Model developed 2006-7, now being embedded
2. Membership & training	Membership strongly reflects the diversity of Kent's religious and professional communities ECM 4 Re-assess character of SACRE	All groups are fully represented and members attend and actively participate in SACRE meetings Training opportunities are available for SACRE members Members complete self-audit	All groups are fully represented A broad representation reflects membership from all phases of education. Review Constitution to enable necessary changes Members to carry out assessment against QCA framework	Development Plan Steering Group RE Adviser	Will take three years to become embedded as good practice In Term 1 of AY2007-8	Developing Expanding membership and raised interest of faith groups becoming evident. Developing. Member presentations sustain this work. AF has self-evaluation tool for distribution.
3. Improvement / development plan	To establish a development plan to address issues raised through SACRE self-evaluation process, and to review progress against objectives on an annual basis. ECM 4	Development plan objectives are met within agreed timeframe to enable SACRE to be more effective	Individual actions against objectives are carried out and success criteria are met for each objective. Development Plan is subject to annual review and update by a SACRE working party.	Development Plan Steering Group	Will take three years to become embedded as good practice	Established Steering Group is established and monitoring this plan. Development Planning Group has defined responsibilities and accountabilities within the context of SACRE
4. Professional & financial support	Sustainability of SACRE	SACRE is active and effective.	Ongoing training; Involvement of SACRE members in working parties;	Clerk; RE Adviser CFE support officers	Ongoing	Established Kent fully and strongly supports SACRE and its work in line with its statutory responsibilities.
5. Information & Advice (See also Resources above)	Advice to schools regarding similarities and differences between religion, ethnicity and culture. ECM 1, 4	Clear advice is available to schools as revised "Shaping the Spirit"	Shaping the advice	RE Adviser SACRE Working Party	Before the end of AY 2007-8	Emerging There is a plan for this work.

Page 121 Partnership with other key stakeholders	Sustain and improve existing partnerships and make new partnerships as they are identified ECM 4	SACRE is seen as a partner with its own identity	Ongoing identification and development of partnerships to secure support for RE	SACRE membership	Ongoing	Developing Currently effective partnerships with CCCU, Anglican Dioceses, some faith groups
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Kent SACRE Development Plan

3. Effectiveness of Locally Agreed Syllabus	Objective	Success Criteria	Action	Responsibility	Timeframe	Update
1. Construction of Agreed Syllabus	Review and publication of Agreed Syllabus 2006 completed ECM 3	Syllabus 2006 well received by SACRE and teachers in schools and implemented within agreed time scale.	Next step is to establish the review cycle over the life of the LAS	LAS Working Party	Publication December 2006	Advanced Accepted by SACRE 11/06; Published by LA 01/07 Distributed to schools 02/07 Training 05/07
2. Using National Guidance	To draw on other LAS and the non-statutory national framework 2004 to support the development of the LAS 2006 ECM 3	To adapt non-statutory national guidance to meet the requirements of the Kent context.	Discussion through LAS Conference Working Party	LAS working party RE Adviser	Linked to publication of LAS	Developing See above
3. Consultation / Launch/ Implementation of Agreed Syllabus	Draft KAS 2006 completed for consultation with sample schools. KAS 2006 approved for publication / launch and future implementation ECM 3	Draft KAS 2006 meets approval during consultation period. KAS successfully launched within timeframe	KAS shared with sample schools for consultation purposes KAS approved for publication KAS published & launched to allow for implementation from Sept 2007	LAS Working Party SACRE RE Adviser	Implement 9/2007 Develop 2007-9 Sustain 2009-11 Review 2012	Advanced Work is complete. Link to review cycle of new LAS
4. Additional Guidance / monitoring / evaluation of Agreed Syllabus	Additional guidance to be produced ECM 3 Governor training to be provided ECM 4	Additional guidance is published electronically Training takes place	Working party continues to meet. RE Adviser prepares training	Working Party RE Adviser RE Adviser	Linked to national and local priorities Autumn 2007 – Spring 2008	Developing Planning is in train.

Kent SACRE Development Plan

4. Collective Worship	Objective	Success Criteria	Action	Responsibility	Timeframe	Update
1. Practice & provision of Collective Worship	<p>To ensure that quality of leadership and management of CAW in Kent schools is. high ECM 1,2,3,4</p> <p>To provide guidance for headteachers and governors on developing effective CAW ECM 1,2,3,4</p>	<p>Kent schools provide CAW which meet pupil needs for spiritual development and legal requirements</p> <p>CAW Guidance is published</p>	<p>Supported CAW leaders in primary and secondary schools through training & development</p> <p>Discussions with working group and relevant partners lead to preparation and publication of new Kent CAW guidance for maintained schools</p>	<p>RE Adviser, working with ASK consultants and ASTs for RE. Diocesan Schools Officers CCCU</p> <p>RE Adviser and SACRE working group</p>	<p>W/Group formed 07/07; Last WG meeting w/c 28/1/08; Complete 22/2/08; Draft CAW to SACRE 11/3/08</p>	<p>Emerging CAW working party convened.</p>
2. Monitoring provision and addressing non-compliance	<p>To ensure that all Kent schools are able to meet statutory requirements for CAW ECM 1,2,3,4</p>	<p>All Kent schools comply with statutory requirements for CAW</p>	<p>Identify non compliance through Ofsted reports / SIP monitoring Write to non compliant schools to offer support</p> <p>Identify further ways to identify levels of compliance</p>	<p>RE Adviser Chairman SACRE members</p>	<p>System established during academic year 2006-7 And developed 2007-10</p>	<p>Emerging CAW review likely to begin term 5 2008 SIPs are commissioning support for non compliance & development issues as necessary.</p>

Kent SACRE Development Plan

5. Contribution of SACRE to social and racial harmony agenda	Objective	Success Criteria	Action	Responsibility	Timeframe	Update
1. Representative nature of SACRE	To ensure that SACRE represents established faith communities within Kent, and is representative of all phases of education ECM 4	SACRE membership meets representative needs for faith communities and education phases	Identify faith representatives through appointing bodies, Identify and engage with members from educational phases, not already on SACRE Use co-opted members to ensure full representation	Group Conveners SACRE members Officers RE Adviser	Fully complemented SACRE by January 2008	Established Increasing membership taking place. Work continues to expand the representative nature.
Knowledge and understanding of local communities (Community cohesion)	Establish and further develop links with local community groups ECM 4	SACRE link with KCC Race Equality Forum	SKS to identify and establish initial links to Faith Forums and inter-faith networks links being chased via Inter faith network. Hosting meetings at different faith venues offers mutual learning experiences	SKS Officers Development Plan Steering Group Chair sits on REF	To be embedded by 2007-8	Developing SACRE meeting in local places of worship and having input from faith members on aspects of their faith.
3. Contribution RE can make to Social Harmony agenda	Community cohesion advice to schools regarding similarities and differences between religion, ethnicity and culture. ECM 4	Clear advice is available to schools	Shaping the advice Preparation of appendix to (revised) Shaping the Spirit.	RE Adviser SACRE members	Before the end of AY 2008-9	Emerging This is a newly identified need in response to the Race Relations Amendment Act

<p>4. Links to LA initiatives to promote racial harmony</p>	<p>To ensure that SACRE is aware of, and participates in KCC activities that promote social and racial harmony across the county. ECM 1, 2, 3, 4, 5</p> <p>LA to involve members of SACRE in scrutinising KCC policy documents for integrity with equality impact assessments</p>	<p>SACRE plays a full and active part in linking to LA initiatives to promote racial harmony</p> <p>LA Policies are subject to appropriate scrutiny leading to amendment where appropriate.</p>	<p>Regular updates to SACRE of LA activities in this area SACRE members take part in regular links with BME communities; RE Adviser to develop links with public service units</p> <p>Some Members to carry out this work</p>	<p>RE Adviser SACRE members</p> <p>Faith community representatives</p>	<p>Ongoing</p> <p>2007 and ongoing</p>	<p>Established As a statutory body SACRE implements all general and statutory duties placed upon it.</p> <p>Developing The Anglican Group has two volunteers. Other faiths to follow.</p>
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Kent SACRE Development Plan

Glossary

AA	Above average (student)
ASK	Advisory Service Kent
AST	Advanced Skills Teacher
AY	Academic Year
BME	Black minority ethnic
CAW	Collective Act of Worship
CCCU	Canterbury, Christ Church University
CPD	Continuing Professional Development
ECM	Every Child Matters
ECM1	Keeping Healthy
ECM2	Staying Safe
ECM3	Enjoying and achieving
ECM4	Making a positive contribution to society
ECM5	Developing economic wellbeing
KAS	Kent Agreed Syllabus
KCC	Kent County Council
LA	Local Authority
LAS	Locally Agreed Syllabus
MCAS	Minority Communities Achievement Service
	National Association of Teachers of Religious
NATRE	Education
QCA	Qualification and Curriculum Authority
RE	Religious Education
REF	(KCC) Race Equality Forum
	Standing Advisory Council for Religious
SACRE	Education
SIP	School Improvement Partner
T	Term (number...)
WG	Working Group

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By: Graham Badman, Managing Director – Children, Families and Education

To: Children Families and Education Policy Overview Committee -
30 January 2008

Subject: KENT CHILDREN'S TRUST DRAFT PARENT SUPPORT STRATEGY

Classification: Unrestricted

Summary: This report provides an update on the development of Kent Children's Trust Parent Support Strategy and sets out the early draft document for consideration by Members of the CFE Policy Overview Committee. The strategy is designed to provide a framework for officers and professionals. The Parent's Charter will be produced following full consultation regarding the strategy and will be designed for general publication to parents.

Introduction

1. (1) Kent Children's Trust Board partners recognise the influence and impact that parents and carers have on outcomes for their children. If we are to be successful in delivering the priorities within our Children and Young People's Plan and ensuring that Every Child Matters outcomes are achieved, we know that we must inform, support and engage parents so that they can deliver the best outcomes for their children.

(2) There is now a Government expectation that all Children's Trusts will have a Parent Support Strategy in place by April 2008. The Strategy should take account of priorities set out within "Every Child matters" and provide a vision and framework for all staff and services working with parents, Carers and families.

(3) The draft strategy sits under the Children and Young People's Plan.

The Development of the draft Parent Support Strategy

2. (1) In July 2007 Policy Overview Committee Members were consulted on the draft vision and principles guiding the strategy. The vision and principles were a reflection of the vision and principles set out in the Children and Young People's Plan.

(2) Consultation on the vision and principles also took place with Kent Children's Trust Board Members and a range of statutory, voluntary and community sector agencies, as well as faith groups and a number of parent fora, including:

- Young Parents Groups (run by Connexions)
- Foster Carers
- Adoptive parents
- Parents and carers of children with additional educational needs

(3) An extensive consultation exercise was undertaken with parents. The aims of the consultation were to:

- Find out what it is like to be a parent in Kent
- Receive feedback on how confident Kent parents feel about supporting their children to ensure ECM outcomes are achieved
- Find out how the Kent Children's Trust and partner agencies can best support parents and carers in their role.

(4) We now have the results of the population sample questionnaire. A total of 1,211 people were interviewed across the County in a doorstep survey. They had responsibility for 2,041 children and young people. This questionnaire was supplemented by more in depth work with six focus groups. The executive summary of the report is attached at appendix one.

(5) In order to progress the development of the draft Strategy, a multi-agency steering group (reflecting Kent Children's Trust Membership) has continued to guide the process.

(6) The draft Strategy is set out at appendix two. It is still currently a working draft and requires the addition of reference sources, case studies and appendices.

Consultation arrangements

3. (1) Early consultation on the working draft need to take place with the Kent Children's Trust Board Members.

(2) Following consultation with the Trust Board on 8 October 2007, extensive consultation will take place between 1 February and 31 March 2008 and aims to seek the views from the full range of stakeholders. Stakeholders will be asked a series of targeted questions in order to shape the final version of the Strategy and gain agreement to the commitments set out within the document.

(3) At the same time, further work will be undertaken with parents in order to inform the draft Parent's Charter, which will be the publication designed for general distribution to parents, carers and families.

Next Steps

4. The consultation process will inform the final version of the Strategy with a view to this being formally adopted by the Kent Children's Trust Board after Easter 2008.

Resources

5. Resources to implement the Parent Support Strategy will be identified as part of
- Services (including partner services) operational budgets
 - Government Extended Schools grants (revenue)
 - The Commissioning of services through local Children's Partnerships.

Performance Indicators

6. (1) The Commitments set out within the draft strategy, once agreed, will be worked up into a detailed action plan which links to Local Area Agreement, 2010 and CYPP priorities and performance indicators.

(2) Performance against these indicators will be reported to the Kent Children's Trust Board.

Recommendations

7. Members of the Children Families and Education Policy Overview Committee are asked to:

- (a) note the development of the draft Strategy; and (b), put forward views to inform the final version.

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Background documents:

None

Other useful information:

None

Informing the Strategy for Parental Support

Document Prepared for The Kent Children's Trust by BMG

Executive Summary

Overall parents felt that their local area was a friendly neighbourhood and a good place to raise a family. However, while the majority of parents also felt that their local area had a good community spirit and was a good environment where their children could socialise, make friends and play safely, these elements were not universally endorsed, with over a third of parents either actively disagreeing with this view of their local area, or neither agreeing nor disagreeing with this view. In particular, parents did not feel that there was enough for children and young people to do locally; and over half of parents disagreed with the statement 'your local area is an area where there are plenty of things for children and young people to do'.

This criticism about the lack of facilities available for children and young people was consistently expressed by parents, and emerged as a clear area where parents felt that they, and their children, would benefit from greater facilities and support. In order to be able to nurture the development of their children and help them achieve their potential parents did feel that they had enough time to spend with their children, and the majority of parents spent time with their children everyday, primarily through eating together and talking about the children's day. The majority would also play together with their children and/or read together, at least two or three times a week, if not everyday. This level of involvement in their children's lives was consistent among parents with children of all ages. For parents with older children, the majority also spent time helping with homework.

Perhaps not surprisingly, parents spent less time with their children going for walks/to parks together or going to events together. However, while this may in part be due to more limited opportunities in terms of having time available to undertake these activities, it may also be in part be due to lack of places to go/facilities to use. Parents also expressed a strong sense of confidence in their own ability to help and support their children in terms of talking to them about their day, in helping them with their learning and with their homework, and in talking to their nursery/school when they had a concern, parents of older children (11-16) were less likely to feel 'very confident' about their ability to support their children with their homework and in being able to advise them on their choices at school or college, however around six in ten parents still felt 'very confident' in doing this, with the majority of the rest feeling 'fairly confident'.

While parents felt they had enough time to spend with their children, and were confident in their own abilities to help support them in their development, many did not feel that there were sufficient affordable local activities and out of school activities available to them; these would provide them with further options and opportunities to help their children develop. This view was most strongly expressed by parents of children aged 11-16;

half of these parents did not feel that their local area was good for out of school activities (vs. a third who did); and over four in ten parents did not feel that there were local activities that were affordable to go to, or use, in their local area. A significant proportion of parents of children aged 5-10 years also did not feel that sufficient facilities were available; four in ten did not feel that their area was good for out of school activities and just under four in ten did not feel that there were affordable local activities available to them and their children.

This picture was consistent among parents of all demographics and across Mid, West and East Kent.

When questioned specifically about keeping their children healthy, the majority (over nine in ten) of parents felt confident in their own ability to look after their child's health. Two thirds of parents also felt that they had easy access to health and dental services in their local area in order to provide them with the support needed to look after their children's health and well being. However, one in five did not feel that health and dental services were easily accessible in the area, and a further one in six were unsure

More specifically, getting access to an NHS Dentist was an issue for many parents, with a third stating that they had difficulty in accessing this specific service. Parents did feel that they had easy access to a NHS Doctor or Practice Nurse. Most also felt that it was easy to get access to information about young people's health and well being; however, while over a quarter said it was very easy to access such information, a greater proportion (over a half) said it was 'fairly easy', perhaps suggesting that more could be done to make it 'very easy'. Reflecting the views already highlighted about the lack of affordable activities and facilities available for their children, some parents also felt it was difficult to get sufficient opportunities for their children to exercise in the local areas, with over a quarter stating that they did not find this easy to do.

In terms of keeping their children safe parents again felt confident in their own ability to keep their children safe, but also expressed strong concerns about the myriad of situations which their children faced which could threaten their safety, situations which were often outside of parental control. The issues which parents were most concerned about were consistent regardless of the age of their children, and were those which their children were most likely to encounter on a daily basis;

- Busy roads
- Lack of safe places for their children to play in or go to with their friends
- Lack of security or supervision in public places

Parents with older children (11-16 years) were also particularly concerned about the threat which drugs and alcohol posed to their children's safety; over six in ten of these parents were very or fairly concerned by this issue.

At a secondary level, bullying (for parents of children aged 5-16 years), and the potential danger posed by other adults which their children might come into contact with in their local area, also gave cause for concern to the majority of parents.

Their children using public transport was a concern for over a third of parents, and similarly a third of parents with older children (11-16 years) were concerned with safety issues relating to their child's sexual health.

Relatively less concern was expressed with regard to the safety issues posed by other children, the internet, mobile phones and childcare. However, while the majority of parents were unconcerned by these issues, in each case a notable proportion of parents expressed some degree of concern.

In terms of developing their child's potential to make a positive contribution to the wider society, the majority of parents stated that their child(ren) enjoyed going to school and socialised with their peers outside of school hours

- Fewer than one in twenty parents of children between the ages of 5 and 16 stated that their child(ren) did not enjoy school
- Over nine in ten children (aged 5-16) spent time with other children or young people out of school, with the majority (over seven in ten) doing so at least two or three times a week

Parents were also confident in their ability to manage their child(ren)'s behaviour, with a consistent two thirds of parents stating that they felt 'very confident' in being able to do this, regardless of their child's age.

While parents felt confidence in their ability to support their children across most of their educational, nurturing and developmental needs, this did not preclude them from seeking advice, information or guidance to support them in making their decisions as a parent

- The majority of parents (72%) had sought information or advice at some point

The health and well being of their child or children is the most likely area where they have sought information and advice (by over a half of parents), followed by guidance in choosing a school (by a third of parents). Reflecting the view that there are insufficient activities available locally for their children, a high proportion of parents had also sought advice or information on clubs and groups for children or young people to join, on sports and physical activities for children or on days out or activities for their children.

Childcare is also an area where one in five had sought advice or information.

Overall, the majority of parents did not feel strongly that they could get answers to all of their parenting concerns locally; and this was more likely to be the case among parents of older children,

- Two thirds of those with younger children (0-4 years) felt that they could get answers to their parenting concerns; however, even among this group a notable proportion of parents were not sure that they could
- Just over half (53%) of parents with children aged 5-10 agreed that they could get answers locally to any parenting concerns they had, however again almost a half of parents were unsure that they could

- Among parents of children aged 11-16 years, the proportion of those who felt that they could get answers locally to any parenting concerns they had dropped further still to 45%, with the majority unsure if they could.

The Council was not top of mind in terms of being seen as a source of advice or information across the issues which parents were asked about e.g.:

- On issues relating to children's activities (consistently criticised as an area where there is not enough support and facilities available); parents were most likely to turn to schools for information and advice
- On issues relating to education and careers again parents were most likely to turn to schools for information and advice
- On issues relating to children's safety parents were most likely to turn to family and friends for advice (although one in six stated they would go to the Council offices for such advice)
- On issues relating to children's health and well being, the majority of parents would go to their Doctor or Medical centre for information or advice

Those issues where the council was more likely to be seen as a source of information and advice related to housing and to public transport Parents' opinion of the support services currently available was mostly positive; they felt that they treated everyone with respect, listened to people's needs, boosted their confidence as a parent and kept them informed. The only criticism voiced being the difficulty sometimes experienced in accessing services, including at weekends and during evenings.

Almost half of parents also felt that there were definitely enough services available locally, with a further one in five also stating that they felt that there were a reasonable amount of services available,

- When asked which services they felt to be missing or not sufficient in their local area, the most frequently mentioned issues again related to the lack of activities available for youngsters/teenagers, and the need for more safe playing areas and more activities for children and young people.

Kent Children's Trust
Strategy for Supporting Parents in Kent

Thinking Family

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Appendices:

1. Definitions
2. References
3. The National and Statutory framework
4. Kent- Key Plans and Strategies and outcome measures
5. Kent Profile (demographics)
6. Sample Mapping- the 'tapestry' of parent support
7. Parent consultation feedback

WORKING DRAFT FOR CONSULTATION

This Strategy recognises that people who raise children are not only birth mothers and fathers- adoptive parents, foster parents, stepparents, members of the extended family and grandparents may all be involved in raising children. Therefore when we use the term “parents, carers”, we are referring to the significant caring adults for the children in any type of family.

The term “parenting” relates to the parenting support needs of anyone who is involved in the care of a child or young person- whether they live within the same household or not (as in the case of non-resident parents).

For clarification purposes, the use of the term “we” and “our” throughout this Strategy refer to Kent Children’s Trust.

WORKING DRAFT FOR CONSULTATION

Forward

“Parents play the most important part in their children’s development and education and their input is key to the success of a number of our priorities. We want to provide a range of support services delivered locally for parents and carers to ensure that when families experience difficulties, there is advice and help available to assist them.”

~ KCC’s Towards 2010 Learning for Everyone- Getting it right from the Start ~

Being a parent is an important, complex and challenging role. The reality of being a parent is sometimes difficult and frustrating, as well as fun and rewarding. Mothers, fathers and carers can feel ill- prepared at times, and it is important that parents can access information and receive support to help them during difficult or challenging times and to help them in making the choices they face as they bring up their children.

“Being a parent is wonderful, exciting, rewarding and scary...” (Local parent)

Mothers, fathers and carers play a key role in all aspects of a child or young person’s development. There is a wide range of research which demonstrates that parents and carers have a much bigger influence and impact on outcomes for their children than any other socio-economic factor or differences associated with the effects of school.

Families can build resilience and strength to overcome challenges. They can provide love, encouragement and inspiration that helps people succeed.

If we are to be successful in delivering the priorities in our Children and Young People’s Plan and in ensuring that Every Child Matters outcomes are achieved- working with, informing and supporting parents, carers and the wider community must be a top priority. However, we also know that the ability to parent positively is significantly influenced by certain factors and that parenting is more difficult in some circumstances- for example living in poverty, being out of work, homelessness or living in poor conditions, debt, ill- health, lack of education or not having had an experience of good parenting as a child.

Where people live, economic factors, factors affecting physical and emotional wellbeing and access to education are all crucial influences on mothers, fathers and carers, and for this reason there are strong connections between this strategy and Kent’s other key strategies and plans, and an expectation that reference to working with and supporting all parents and carers will appear as an element in them all.

This strategy places the role of parents and carers centre stage, acknowledges that it is parents, carers, families and their communities that bring up children, not governments, local authorities or services and draws on intelligence gathered from a wide range of stakeholders: mothers, fathers, carers, children and young people and practitioners. Their perspectives about what is currently helpful to parents and where we need to do better, will inform the way we build smarter and more integrated commissioning and organisation of parenting support services for the future to

WORKING DRAFT FOR CONSULTATION

ensure that all families are confident in their ability to achieve the best for their children.

Executive Summary:

This document describes a strategy for achieving a strategic vision for parent support in Kent. It focuses on early intervention with positive impacts on family life. It sets out a common vision and key principles for all partner agencies and aims to ensure that all involved in supporting families understand the impact of positive parenting on family and community life. It takes account of the:

- Long history of family and parenting Support services and programmes delivered by the statutory, voluntary and independent sectors and faith groups in Kent.
- Central government's priority to promote positive parenting as a means of achieving the Every Child Matters outcomes, improving community cohesion and reducing crime and disorder
- The requirement to set up Children's Trusts, introduce the Common Assessment Framework, Lead Professional, Contact Point and designate a Commissioner for Parent Support
- The Kent Children and Young people's Plan

Desired outcomes of the strategy are that by 2010:

- All Local Children's Partnerships will reflect the need to support parents and carers within their local CYPP and will take account of and involve parents and carers in the development and delivery of services.
- All children, young people and their families will have access to services that are based on the best available evidence and are provided by staff with an appropriate range of skills, knowledge and competencies
- Parents, carers and families can easily meet their needs for information and advice
- Parents, carers and families can access support which is delivered locally, takes account of their needs as a whole and is delivered at the earliest point to prevent crisis
- Adult services take account of the needs of their clients as parents when delivering services or assessing need.
- Parents and families with complex needs receive high quality and timely support
- A culture of partnership between professionals, services, parents, carers and families is established
- A culture of parents and families actively participating in, leading and delivering local community services is established, so that families feel empowered to influence decisions in their local communities and be part of the solution.

The evidence base covers the role of positive parenting, the need for universal as well as targeted approaches and to involve fathers and male carers as well as mothers and female carers. In addition it covers the risks associated with poverty, homelessness, lack of work, debt, ill health, lack of education and poor parenting. Proposed actions take into account the findings of the parental consultation and the

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views of statutory, voluntary and private sector partners and faith groups providing education, information and support for families. The commitments cover:

- Leadership in delivering integrated support services
- Universal points of information, advice and support for parents and carers
- Targeted support to meet the needs of prioritised groups of parents and families, including those with complex needs and those requiring statutory intervention
- Parent participation to influence the design, delivery and evaluation of services
- The development of the workforce supporting families

Chapter 1: The Context, vision and rationale of the development of support for parents in Kent

The Context of this Strategy

This Strategy has been commissioned by Kent Children's Trust and aims to provide the vision and rationale for the development of a range of services to support Kent parents and carers in their "parenting" role.

It is not intended to be a detailed action plan as this will be set out in operational plans by the appropriate services implementing this Strategy. The principles will need to be built into the Trust's local delivery and commissioning arrangements- including any frameworks for evaluation and impact assessment against Every Child Matters outcomes.

This is therefore a working document which:

- sets out a common vision and key principles for professionals, organisations and others who work with and support parents, carers and their families
- holds at its centre a firm belief in the benefits of empowering parents, carers and the wider community and building on their strengths- helping parents and carers to promote resilience in themselves and their children
- reflects what Kent mothers, fathers and carers have said they see as their responsibilities for their children and the Trust's role in enabling them to deliver these
- reflects the Kent Partnership's (Local Area Agreement) and Kent Children's Trust intended actions to tackle poverty and social exclusion across Kent
- outlines progress to date, acknowledging that Kent has a rich and diverse provision of services delivered by a range of statutory, private and voluntary agencies and faith groups
- Acknowledges the differing needs of parents, carers, families and their communities – including family situation, culture, beliefs and ethnicity and the need to develop support that is flexible and sensitive to their needs.
- highlights some examples of good practice, building on this to outline delivery of a co-ordinated and integrated approach by agencies working with families
- sets out areas for further development within the context of a **continuum of support** – from universal to targeted and through to specialist support or (where required) intervention – and **covers all age ranges**

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- takes account of national and local priorities and standards, including the DCSF Children's Plan "Building Brighter Futures" and the new arrangements for the delivery of services and support for children and families; in particular Kent Children's Trust; the team around the family; Extended Schools and Services and Children's Centres
- outlines how the Strategy will be implemented, monitored, reviewed and revised

This Strategy is one of a suite of strategies developed by Kent Children's Trust and Kent County Council and its partners to improve the outcomes for all children (*from birth to nineteen or for Looked After Children until 21 unless in further or higher education and age 25 if the child or young person has a disability*). It falls under the umbrella of the Kent Children and Young People's Plan (CYPP) which is the single, overarching plan for all services affecting children and young people in this county. (*Appendix three sets out the national and statutory framework.*)

Mothers, fathers and carers will continue to be consulted and involved in the development and evaluation of the Strategy in order to ensure that they have access to services that allow them to be confident in their "parenting" role – supporting their children to be healthy, stay safe, enjoy and achieve, make a positive contribution to their communities and achieve economic wellbeing. The role of mothers, fathers and carers may change as their children grow and develop but it does not stop.

The overall direction of the Strategy must reflect the intention made explicit in Every Child Matters to build up the amount of early support and intervention that is on offer, and for agencies to work together to provide that. Essentially this implies that greater attention will be given to enhancing "protective factors" which increase families' ability to support themselves and cope with challenges. Situations will not have to develop into crisis before appropriate support is offered.

The key principles and pledges developed within this Strategy, informed by what mothers, fathers and carers have told us through consultation, will be set out in a **Kent Children's Trust Parent's Charter**. This Charter will be widely publicised and made accessible to all parents and carers in Kent. It will form the basis on which Services, together with mothers, fathers and carers will work in partnership to support all children and young people.

"Families are in most cases the key determinant of positive outcomes for their children, and good parenting is a major factor in improving children and young people's life chances. The Children's Act explicitly requires the Local Authority to have regard to the importance of parents and carers."

*~ DFES – Interagency co-operation to improve the wellbeing of children:
Children's Trusts ~*

The Vision

In Kent's successful communities, achievement exceeds aspiration, diversity is valued and every child, family and parent is supported, Parents are positive about their own and their children's futures and are able to be effective in ensuring that their children have every opportunity.

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Kent Parents are confident in supporting their children so that they are:

- nurtured and encouraged at home
- inspired and motivated by learning
- safe and secure in the community
- living healthy and fulfilled lives

1. *Reflected from Kent Children and Young Peoples Plan 2006-2009: Positive About Our Future.*

Organisations and individuals working with parents, carers and their families will work together to ensure that:

- parents and carers' views, faith, beliefs, strengths and knowledge of their children are respected and their involvement in the design, delivery, evaluation and development of services is encouraged and supported continuously
- diversity and difference is valued – including different models of family life
- Support is provided wherever possible by universal services in a variety of local and centralised welcoming areas, this includes Children's Centres and Extended Schools.
- the importance of natural community support systems is recognised and encouraged
- seeking help will be seen as a strength, not a weakness and will lead to better outcomes
- services value the role of fathers and are sensitive to father's needs, lives and motivations
- all services will draw on the best available research evidence of what is effective and staff will be supported by appropriate training, information and supervision
- the wellbeing of children and young people is paramount and is the responsibility of all those working with families

The Rationale for Change

“The bond between children and their parents is the most critical influence on a child's life, and parenting strongly influences educational attainment, behaviour and mental health.”

~ Green Paper – Parental Separation: Children's needs and Parents'

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Responsibilities, July 2004 ~

(The following narrative draws on a number of national research papers listed at Appendix 2.)

The pattern of family life is changing. People are having children later in life; there is an increasing diversity of relationships and family structure and parenting and caring roles have shifted – with fathers taking on a more significant role in caring for their children, a higher proportion of families with both parents working and an increasing number of parents having to balance work and caring responsibilities for both their children and their elderly parents.

Research has identified a number of factors, which build families' potential for resilience, even when they may face the most adverse of circumstances. These protective factors are:

- ▲ **A positive parenting style** which is high in consistency, control and warmth. It involves setting clear limits, expecting and reinforcing socially mature behaviour, whilst being aware of the child's needs.
(Conversely, a harsh or inconsistent parenting style is a risk factor).
- ▲ **Educational attainment and the level of parenting interest in a child's education.** Research suggests that when a child is very young, parental involvement plays a key role in ensuring cognitive development, literacy and numeracy skills. At primary level, differences in parental involvement in learning can have a very significant impact on attainment and the impact remains very strong into adolescence – where parents/carers' encouragement of a young person to aim high and to celebrate achievement are powerful motivators.
- ▲ **Strong family relationships and social networks** can help to build social and emotional skills in children and young people. They allow children to create their own friendships and support networks and to develop greater resilience in coping with negative situations. Social skills are important determinants of a host of outcomes including raising attainment, avoiding teenage motherhood and preventing involvement in crime.

Short case study on SEAL in Kent – parent's role

Despite overall rising incomes and greater opportunities for many, there are still too many families facing multiple problems whom are struggling. In addition, the gap between those who are more well off and those who are not is increasing. **Poverty remains a high risk factor** for many families trying to support their children to achieve their full potential.

Extended families and wider social networks are also important influences on outcomes. A lack of social and community networks has been identified as a risk factor for wider family problems. Research suggests that programmes to support families would achieve better outcomes if they placed greater emphasis on building

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community networks and wider parental and adult carer support. Using the informal support networks of grandparents and other friends and relatives instead of only engaging with the individual parent or carer is likely to lead to a higher likelihood of a successful and sustainable outcome for the family.

Case study – example of the above from a Childrens’ Centre (tailored approach).

“Every Parent Matters” stresses **the importance of fathers** to their children’s development. A recent systematic review of studies (taking account of mothers’ involvement and gathered data from a range of independent sources) found ‘positive’ father involvement associated with a range of positive outcomes for children and young people, whether they were resident or non-resident in the family home. These positive outcomes include better friendships, better-adjusted children; fewer behaviour problems; greater capacity for empathy; more satisfying adult relationships and higher self-esteem and life satisfaction.

We therefore need to ensure that we encourage and support fathers and male carers so that they can play a bigger role in their children’s lives and support families, whatever their circumstances, to ensure children and young people are raised within a stable, loving and supportive environment.

Short case study on work with fathers i.e. a family learning event/ fathers’ group etc.

Like all parents, **teenage mothers and fathers** want the best for their children and some manage very well, but services designed for older parents may not always be appropriate for teenage parents who are also coping with the challenges of transition to adulthood. That is why teenage mother and fathers need additional and co-ordinated support. The role of midwifery, health visiting services, children’s centres, Connexions, Youth Services and other community based family support in reaching out to the most vulnerable young parents and providing them with easy access to the most appropriate services is vital in improving outcomes for children and young people.

Particular attention also needs to be paid to the needs of **families who have children with additional or special needs** and to families whose children find themselves in the role of “young carers”. It is important that we ensure that these families also have access to early interventions that support the family as a whole.

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How far have we come in relation to the provision of information and support for families?

- ▲ Expanding our network of Children's' Centres from 20 by a further 52 Centres that will be operating from April 2008 and planning for the roll out of phase three centres
- ▲ Providing a 'one-stop' Childcare Information Service for parents and carers
- ▲ Exceeding government targets by almost 40% to increase the number of childcare places available
- ▲ Meeting our target to increase the number of three and four year-olds taking up early education
- ▲ Re-focusing our Midwifery and Health Visiting Services using a family-focused public health approach and to deliver intensive support for the most vulnerable children and families
- ▲ Rolling out the Kent Early Support Programme, to provide more co-ordinated multi-agency services for families with children with a disability/ developmental delay who are under five
- ▲ Piloting the Parents as Partners in Early Learning Project
- ▲ Re-organising our universal and prevention/ early intervention services through Children's Centres, Extended Schools and local Health Centres to create the "Teams around the Family"
- ▲ Expanding the number of family rooms and facilities for children's centre outreach in schools
- ▲ Expanding access to Family Liaison Officers in our Primary Schools and piloting the national "Parent Support Adviser" roles to inform future development
- ▲ Piloting Family Liaison Officers based in Children's Centres and working with families, early years providers, schools, choice advisers and a wide range of local services
- ▲ Rolling out Parent Information Points and Transition Information Sessions for Parents and Carers whose children are starting school or moving from Primary to Secondary School
- ▲ Promoting Bookstart and Booktime which provide free books and information sessions for parents to encourage and support them in reading aloud with their children

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- ▲ As a “pathfinder”, exploring the four elements of the government’s model for school place planning, in particular, the use of “mosaic” data to improve the targeting of approaches to inform and involve parents in school place planning
- ▲ Encouraging parents to have a voice in the shape of their local schools and widening points of access for parents to find out about and apply to schools
- ▲ Setting up Parent fora in localities linked to developing Local Children’s partnership arrangements to give parents a direct voice in their localities
- ▲ Expanding access to childcare for school-aged children (including breakfast, After School and holiday club provision)
- ▲ Developing a Children’s resource directory which will be accessible to parents, carers and other family members as well as children, young people and service providers
- ▲ Expanding access to information and support through Kent’s Gateway project which unites government, council and voluntary services with one local location to solve any problem supported by trained Customer Service Advisers
- ▲ Expanding family learning opportunities, promoted through schools and delivered by a range of partner organisations
- ▲ Piloting the introduction of a caseworker to work with parents whose children are victims of bullying
- ▲ Widening access to Family Group Conferencing approaches through schools to help families drive solutions to their own and their children’s problems
- ▲ Supporting a range of services and programmes which help parents and carers in communicating with their children e.g. Breakthrough, Time to Talk, Playworkers and a range of parenting programmes (from universal to targeted)
- ▲ Expanding YAPs groups (Young Active Parents) across Kent to provide advice, support and information for young parents and through YAPs and (play) groups located in Children’s Centres – providing an information route back into education and training
- ▲ Providing independent advocacy for parents and carers to help them understand and deal with educational issues affecting their children, including providing mediation to help resolve disagreements positively – through Partnership with Parents
- ▲ Increasing the number of parenting practitioners trained in the Solihull parenting approach and other evidence based parenting programmes
- ▲ Expanding access to the Parents Consortium across Kent. (This is a charitable organisation run by parents for parents and provides support and information for parents of disabled children)

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- ▲ Reviewing the role of the Family Support workers to ensure improved targeting of the service provided to families in need of support
- ▲ Development of Parent Support specifically targeted to work with parents of children and young people who have offended or are at risk of offending
- ▲ Developing cluster-based review processes which take into account 'family' needs to support individual children and young people
- ▲ Carrying out a Joint Strategic needs Assessment for Children's Health Services across Kent
- ▲ Investigating the viability of expanding the number of credit unions operating in Kent (currently two exist in Canterbury and Thanet)
- ▲ Through Social Innovation Lab for Kent (SILK), exploring the issue of "families at risk" through in-depth research over a period of time with a small group of families in order to model new services and new service approaches to better meet their needs
- ▲ Piloting access for school aged children and young people to "free" transport – The Freedom Pass
- ▲ Implementation of the Social and Emotional Academic Learning (SEAL) Family Programmes in Kent's Primary Schools and current expansion into Secondary Schools.
- ▲ Piloting of the Strengthening Families, Strengthening Communities Programme in Gravesend

Chapter 2: What Mothers, Fathers, Carers, Children, Young People and Services tell us

Mothers, Fathers and Carers

As part of the development of this strategy, and to inform the way forward for the development of services for parents in Kent, consultation was undertaken with key partner agencies. In addition a Kent-wide survey of parents took place which was supplemented by a number of focus groups to reflect the views of particular groups and to provide more detailed feedback on issues raised through the survey.

The aims of the survey were to:

- Find out what it is like to be a parent in Kent.
- To find out how confident Kent parents feel about supporting their children to ensure that the Every Child Matters outcomes are achieved.

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- To find out how the Children's Trust and partner agencies can best support parents in their role.

Sample

A total of 1,211 Mothers, Fathers, Grandparents and Carers took part in a doorstep survey. They had responsibility for 2,041 children. Of those interviewed 75% were female and 25% male. Whilst this number represents only a small percentage of Kent parents, the survey was Kent-wide and comprehensive in its contents and scope. In addition to the quantitative survey 6 focus groups took place and discussion groups were run with a number of parent fora, young parents groups (facilitated by Connexions), foster parents, adoptive parents and parents and carers of children with additional educational needs.

92% of those surveyed described themselves as "white"
0.7% of respondents were of mixed racial origin and
7.3% were from black and minority ethnic groups

1.6% were under 20
32.5% were 25-35; a further 44% were aged between 36 and 45 years.

Key Findings

- Generally more than two thirds of Kent parents surveyed appeared to be happily settled in their homes and neighbourhoods and felt that where they lived was a good place to raise a family. However, a sizeable proportion disagreed, and these were more likely to be non working lone parents who had no access to transport and lived in areas of deprivation.
- Less positively, the majority of parents did not feel that their local area had sufficient affordable local activities for children and young people. This proportion was higher among parents of older children (63%), those living in East Kent (59%), and those who were lone parents (58%). They felt that greater access to this would provide them with further options and opportunities to help their children develop.
- Parents also expressed a strong sense of confidence in their own ability to help and support their children in terms of talking to them about their day, in helping them with their learning and with homework, and in talking to their nursery/school when they had a concern
- Parents did feel that they had easy access to an NHS Doctor or practice nurse, but getting access to an NHS Dentist was an issue for many parents, with a third stating that they had difficulty in accessing this specific service.
- Reflecting the views about lack of affordable activities and facilities, over a quarter of parents said that it was difficult to get sufficient opportunities for their children to exercise.
- In terms of keeping their children safe, parents expressed strong concerns about the myriad of situations, which their children faced, which could threaten their safety. The issues which most concerned parents were:
 - Busy Roads
 - Lack of safe places to play
 - Lack of security or supervision in public places

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- Parents of older children were also concerned about the threat which drugs and alcohol posed to their children's safety – over six in ten were very or fairly concerned by this issue
- Bullying and the potential danger posed by other adults also gave cause for concern, with public transport a concern for over a third of parents and safety issues relating to their children's sexual health. Relatively less concern was expressed with regard to safety issues posed by the internet and mobile phones
- The majority of parents stated that their children enjoyed going to school and socialized with their peers outside school hours
- While parents felt confident in their ability to support their children, this did not preclude them from seeking advice, information or guidance to support them in making decisions. 72% had sought information or advice at some point. Health and wellbeing of their child was the most likely area, followed by choosing a school (a third of parents). A high proportion had also sought advice or information on clubs and groups for children and young people to join, on sports or physical activity opportunities or on days out or childcare.
- Overall the majority of parents did not feel strongly that they could get answers to all of their parenting concerns locally and the proportion of those concerned grew as their children grew older.
- The top four services where parents and carers reported they would go for advice and information were:
 - The doctor practice nurse and medical centre – for health and wellbeing issues
 - Schools – for advice and information on sports and physical activities, clubs and groups; days out and activities; advice on bullying; further education; early years and childcare; choosing a school (they were a second choice on safety also).
 - Family support and friends were a strong source of advice and support on safety-related issues and "family" problems.
 - Local councils were seen as providers of information and support on housing and public transport.

The Internet was frequently the second or third sources of information and advice for parents.

Consultation with Foster Carers, Adoptive Parents, and Parents and Carers with Children with additional educational needs highlighted concerns over relationships with school. Exclusion was seen as a particular concern for all these groups with parents and carers commenting that just at the point they needed the most support, services and professionals who had been working with them disappeared at the point of permanent exclusion. This was mainly due to the fact that many of the services had been provided via the schools. They also felt that delays in diagnosis for children with additional needs also led to exclusions, which may have been avoided.

These groups of parents and carers also wanted more information and support to help them understand how to best support the children's learning and stressed the need to take account of learning and the wider ranging needs of families.

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Adoptive parents felt that additional emotional support was often required when important milestones were on the horizon for their children.

Parents also told us that they wanted information and support which was clear and timely so that they could work as equal partners in supporting their children. They want professionals to develop good listening skills and to communicate with them regularly so that they don't feel they have to challenge all the time just to be kept informed. They want to know what is realistic. They understand how complex some of the issues can be, do not want to repeat their story to a number of different professionals and want the opportunity to own the outcome of meetings relating to their children.

Services

A range of workshops, consultation meetings and a conference were held with a number of professionals, agencies and services. The key messages were:

- The importance of valuing and recognizing the role and impact of extended family members and community networks – take the opportunity of involving different sectors of the community in support of family life.
- The need to give families opportunities to engage in positive activities.
- The importance of not labeling families and respecting parents.
- That there is a need for a common professional language and approach to working with families.
- That services should be localised and should not require parents to heighten need in order to access support. Early intervention rather than crisis support and intervention.
- That there should be support available to help parents understand their children, especially where they have children with specific needs.
- That we need to make better use of potential universal access points to services and challenge pre-conceptions around where services can be delivered. (Why not use private spaces in public buildings?)
- That we need to make more use of parent to parent interventions, which can be particularly effective.
- That access to services should be based upon need rather than postcode.
- A single referral mechanism is vital.
- We need to develop responsive services which allow families to “dip in and out” as the need arises.
- There needs to be an understanding and acknowledgement that outcomes for some families with complex needs may only emerge over time and that outcomes cannot be instantly quantifiable.
- Services felt that there was a need for further guidance around increasing the involvement of Fathers, particularly where mediation skills are needed to enable parents who are separated to both play an active part in their children's lives without conflict. Increasing the number of male practitioners would also help.

Children and Young People

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The National Foundation for Educational Research (NFER) was commissioned by Kent County Council to conduct an independent survey of children and young people in Kent. The Council and partner agencies wanted to find out what children and young people thought about a range of issues related to the five Every Child Matters (ECM) outcomes.

The questionnaire surveys were specifically designed for 2 age groups; pupils aged 7-11 and 11-19. The 42,832 children and young people who took part were generally representative of all children and young people aged 7-19 in Kent.

Many of the responses from children and young people correlate with those of parents and carers.

Staying Safe

A high proportion of parents report concern with regard to safety, particularly around roads, bullying and other people. 11-19 year olds reported being concerned about groups of people hanging around in dark and unlit places.

Bullying was highlighted as an issue for children and young people in both age groups. About half the 7-11's reported that they had been picked on or bullied at school, had their possessions broken or stolen, or been picked on in the area they lived. Similarly, nearly a third of 11-16's reported that they had been bullied in the last year, although, more reassuringly, this proportion halved in the post 16 age group. A related concern was that a small proportion of children and young people reported that they would not talk to anyone if there was an issue they could not deal with on their own.

Internet safety was not highlighted as a major concern for parents, however the survey of children and young people reported that over a quarter of 11-16's and over a third of post 16's reported regularly sharing information about themselves on the internet.

Enjoying and achieving

When asked whether they liked going to school, most 7-11's said that they enjoyed it at least sometimes and around half 11-16's and over two-thirds of post 16s said that they enjoyed going to school or college.

This is reflected in the views and perceptions of parents. The County survey highlighted that over 90% of parents with children aged 5-10 felt that their children enjoyed school, slightly over 80% of parents with children aged 11-16 shared this view.

The aspect of school that children and young people enjoyed the most was the social side (seeing friends was the most popular response from all age ranges.), however this was followed by skill based activities and aspects related to the learning process.

The Children and Young People of Kent Survey reported that outside of school

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Almost all 7-11s said that at least “sometimes” they spent their time after school doing homework, doing activities with their family, playing with their friends and watching the television. The activities they most enjoyed were playing with friends, computer games or football. Attending after-school clubs was the least common activity for the 7-11 age group.

- 11-19 year olds also spent their time after school and during the weekend at home “hanging out” or at a friend’s house. They often spent their time on the Internet or watching television with their family during the week. About half of the post 16’s also undertook paid work at the weekends.

When asked about what activities they currently do not undertake, but would like to do a significant proportion said that they would welcome more sport-related activities. Unfortunately, there were a number of barriers that prevented young people from participating. The concerns raised by children and young people in Kent mirror those expressed by the Kent Parents Survey, in which the greatest concern for parents across the County was the insufficient opportunities for children and young people to access “things to do”. Parents felt this was a particular issue for young people aged 11-16.

A third of 11-16s and half of post-16s indicated that the cost of activities prevented them doing what they wanted to do. A lack of time, activities not being available locally and a lack of transport were also barriers for between a quarter and half of young people. However about a third of 11-16s and a quarter of post-16s said that nothing stopped them from doing what they wanted to do.

Making a positive contribution

The findings suggested that children and young people may need to see how their opinions can contribute to change before a greater proportion will consider giving their opinions or making a difference to their school, college or local area.

About half 7-11s felt that they could have a say on what happens at school and in the area they live. About three-quarters of 11-10s felt they could have a say on school or college issues, although less than half felt they could have a say on issues affecting their local area.

About half 11-19s reported that they would not be interested in voting in or joining a school or college council. Furthermore about half the 11-19s said they did not feel that they could make a difference to the area in which they lived and about three-fifths did not feel they could make a difference to world issues.

Children and young people were also asked about the contributions they already made to the area they lived, the responses were mixed and focused on picking up litter, helping with recycling for the 7-11 year olds. Whilst 11-16’s still helped with recycling they also reported helping someone who had been bullied. Overall about four-fifths of 7-11s and about two-thirds of 11-16s and three-quarters of post-16s reported that they did things to help other people.

Achieving economic well-being

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The overall findings from young peoples suggested that most children and young people aged 7-19 had positive aspirations for the future. Two-thirds of 7-11s said they knew what they wanted in the future and about a third were unsure or did not know what they wanted to do.

Of the 11-16s, young people most commonly indicated that they wanted to get a job, go to school sixth form and go to university in the future. Within the post-16 age group, most often they said they wanted to go to university and get a job. Some young people perceived no barriers to achieve their future aspirations. A quarter of 11-16s and about a third of post 16s said that a lack of money and not having the right qualifications were likely to prevent them from doing what they wanted to do.

Economic well being was a concern for parents and carers. During focus groups Fathers/male carers were very concerned about how their children could become financially independent and economically active given the current lack of opportunities for employment and employment training and also the lack of affordable housing.

Summary:

In summary, areas where parents, carers, service providers and children and young people would like action are:

- Increased number and quality of places to play
- Expansion of accessible things to do and places to go for young people, including more opportunities for sport and physical activity
- Tackling bullying
- Improved transport – availability, cost and safety (plus young parents asked for staff to be more helpful and understanding of young children, buggies etc)
- Improved access to NHS Dentistry
- Greater clarity on where they can go for information, advice and guidance on all subjects relating to parenting
- Increased out of hours and holiday access to services
- Parents to be treated as partners in their children’s learning and development and to be communicated with regularly and treated with respect
- Excluded pupils to have continuity of support services
- Services to be available locally through universal access points and to be available at the point they are needed (early intervention) with (professionals and services) wanting one clear assessment and referral mechanism.
- Using other parents/carers and building capacity within local communities to help families
- More awareness raising and advice to parents on how to ensure children and young people’s safety when using the Internet.
- Improving our workforce skills for engagement with fathers and ensuring those fathers are part of the action taken to build local community capacity.
- Improved training and employment opportunities for young people and also their access to low cost housing.
- Workforce training to ensure a common professional language, greater ability to join up services and improved approach to dealing with parents (respect

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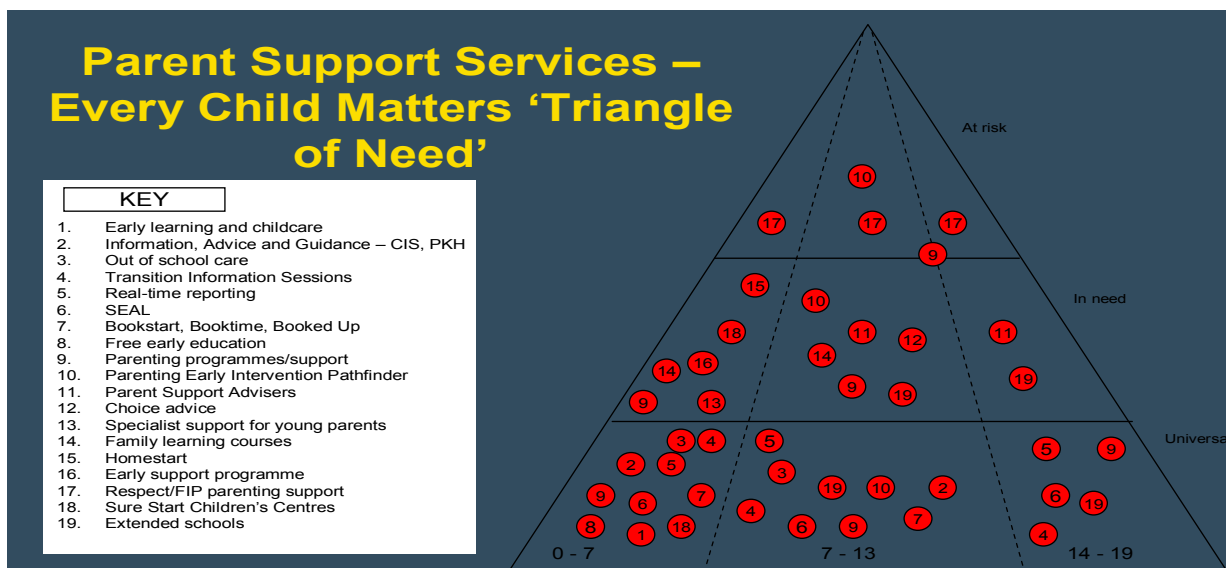
and partnership). This to extend to as many front line services as practical i.e. transport workers, receptionists etc

Chapter 3: Supporting Mothers, Fathers and Carers at Different levels of Need

Within Kent there has been a long history of development and provision of parenting programmes with a wide variety of Parenting Support Services delivered by a range of voluntary, private and statutory agencies. One of our Districts – Thanet- also receives government funding for a Parenting Co-ordinator. Our challenge is to meet the government’s agenda of “progressive universalism” – support for all, with more support for those who need it most, in a consistent and co-ordinated way.

In order to achieve this we cannot separate the development of services and systems to support children and young people from those designed to support adults, families and communities as a whole. As we develop our Local Trust arrangements, referral and assessment mechanisms, integrated working and commissioning approaches and agree our outcome measures we need to “think family” and work to a common vision – encouraging greater integration and multi-agency working with adults’ and community services such as housing, transport and planning so that we shape all services and develop our community infrastructure more closely around the needs of families.

Parent Support Services – Every Child Matters “Triangle of Need” (DCSF)- Figure 1



department for
children, schools and families

To assist in the development and co-ordinated delivery of services, it is helpful to look at the **Family Support Model**. This provides a framework for support through to intervention based on four levels of need ranging from universal services to co-

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In Kent, by joining up our services (education, health and children’s social services), we have now begun to identify and address holistically the needs of children, young people and their families. Our partners represented on the Kent Children’s Trust Board have a common purpose and are working to:

- ◆ safeguard and promote the welfare of the child
- ◆ improve outcomes for children and families
- ◆ develop integrated working and processes
- ◆ promote a culture of prevention and early intervention

The Kent Children and Young people’s Plan (CYPP) reflects a comprehensive needs analysis and identifies priorities to improve outcomes for children and young people. It acts as the focus for the Trust arrangements and the main mechanism for driving the development of services for children, young people and their families and for assessing impact.

With the development of a Children’s Trust in Kent, 23 Children’s Services Partnerships are in the process of being established to plan, develop and commission services for children, young people and their families at a local level.

In order to underpin the overall approach to the development of appropriate and relevant services across all levels of need, the Kent Children’s Trust partners have been working through the Children and Young Persons Plan to develop a measures framework that informs integrated planning and commissioning at both County and local levels.

The measures will also be informed by Kent’s NFER survey of children and young people, consultation with parents and carers and the work undertaken with families in need through Social Innovation Lab for Kent. The aim is to identify what information is key to understanding the issues that children and their families face and to enable Kent’s Local Children’s Partnerships to develop their own prioritised version of the Trust’s CYPP. The aim is that the local CYPP will become the key commissioning document for family services in an area.

MOSAIC case study

Kent Children’s Trust is recognising the key role of parents and carers in a wide range of its recent strategies, policies and action plans. These include its:

- Children and Young people’s Plan
- CAMHS Strategy
- Anti Bullying Strategy
- Primary and Secondary Strategies
- School Improvement Strategy
- Behaviour Support Strategy
- Workforce Development Strategy

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- Early Years Strategy
- Extended Services Strategy
- Kent Young Carers Strategy
- Teenage Pregnancy Strategy and Partnership action plan
- Youth Offending Service Plan
- Young people's Substance Misuse Plan
- Service development Partnership for Disabled Children and Young People
- Integrated Youth Strategy and targeted Youth Support Strategy
- Public Health Strategy and Action Plan for Children and Young People

Universal Services

Information, Involvement and Opportunities

It is important that we acknowledge and work with the professionals and services that families have long been used to engaging with for day to day access to information, advice and support. Staff in **universal services** such as GPs, health visitors, schools, housing officers, local places of worship, community centres, libraries etc can be important sources of support, where families have built strong relationships and developed trust. These services have a strong and continuing role to play in supporting families and in providing “gateways” to a range of other universal, targeted and specialist services which some families may need at certain times in their lives.

Much of the work at this level is already happening and is being delivered through a growing number of Children's Centres, Extended Schools, Health Centres, Community Centres, the **Children's Information Service** and a range of private, voluntary and statutory providers working under the umbrella of their developing Local Children's Partnerships.

Children's Centres are offering childcare, parent and toddler groups, family and adult learning opportunities, health visitor drop-in clinics, health advice and information, access to training and job opportunities, Dads groups and parenting programmes e.g. Pram to Primary.

Case study on Canterbury and District Early Years Project

Case study on Gravesham Talking Directory

Extended Schools are offering access to (either directly or by signposting or working in partnership with other services) childcare – including Breakfast, After School and Holiday Clubs; a varied menu of opportunities for school-aged children; parenting advice and support – including family learning and family literacy and numeracy courses delivered in a variety of innovative ways; parenting programmes e.g. ‘Angels to Adolescents’; Transition Information Sessions for parents as their children start school or move from Primary to Secondary School; access to specialist services and access to school facilities such as ICT, Sports and arts facilities.

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Family Learning can empower parents to support their children in their learning, encouraging families to learn together and adults to consider their own learning needs. A key objective is also to improve basic skills and widen participation in learning.

District, City and Borough Councils in Kent, working with a range of statutory, private and voluntary agencies, provide a range of **play and leisure facilities and activities**. Kent has a very wide range of private and voluntary providers of sport and leisure facilities and opportunities, with growing numbers engaging with and delivering programmes in partnership with the statutory agencies.

Over 100 **Community Wardens** are deployed across the County as part of the work of Kent's Community Safety unit. They act as the "eyes and ears" of their communities and are popular with the people of Kent for strengthening communities, making people feel safer and discouraging anti social behaviour through positive intervention.

Family Liaison Officers and Parent Support Advisers working in and across Kent schools are key to the delivery of information and support to parents with school aged children. They are involved in the delivery of transition information sessions for parents, particularly on transition into school and transition from Primary to Secondary school. They help to build parent's confidence in and engagement with schools, encouraging them to be partners in supporting their children's learning and development.

Across Kent Family Liaison Officers, Parent Support Advisers, Adult Education, Children's Centre staff, Midwives and Health visitors plus a range of voluntary and community sector groups provide generic "open access" **parenting programmes** dealing with all age groups

FLLN case study	Booktime and parents links to Adult Ed case study	
Triangles Case Study	School ICT on-line Info for parent's case study	Dover Discovery Centre or Ashford Gateway study

School nurses are supporting children and their parents and carers at a local level through schools and settings and deliver a range of programmes and one to one advice and support for parents and carers.

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Building on the excellent service provided by the Children's Information Service, a **Children's Resource Directory** is being developed. This will draw together in one place a comprehensive directory of information about the services working with and helping children and young people, including health, education and social care. It is intended for use by professionals as well as by parents and young people themselves and will list a full range of both statutory, community and voluntary services, highlighting the roles and linkages between services, agencies and professionals, plus eligibility criteria and access routes. This will eventually link to the national helpline services "Parent Know How" which is currently under development as well as Kent's own website.

Expansion of Children's Centres and Extended Schools will continue between now and 2010, with an increased rollout of Transition Information Sessions to support parents in supporting their children's learning at crucial stages in their education.

Targeted Services

Support for Parents, Carers and Families with Additional Needs

Additional needs can spring from a whole range of situations that any family can find themselves facing at points in their lives. Issues such as: being a first-time parent; deciding to foster or adopt a child or young person; bereavement; separation or divorce; accident or ill-health; depression; loss of employment; debt or just finding that being the parent of a teenager is throwing up challenges they have never had to face before – it is important that families can access targeted support at the right time and in the right way through the 'gateway' of the universal services they have built a relationship with.

In Kent, targeted services are planned and delivered in localities through a range of universal access points such as Children's Centres, Health Centres, Community Centres and schools.

Multi-Agency Prevention and Early Intervention teams such as SSKY (Support Service for Kids and Young People) which operates in the Tonbridge and Malling, Tunbridge Wells and Sevenoaks Districts offer early intervention services which aim to meet the emotional wellbeing issues of children, young people and their families. These teams can comprise of a range of service providers, most frequently: primary mental health workers, social work assistants, social workers, education welfare officers and others. Their services are often supplemented through commissioning voluntary and community sector partners to deliver additional support to families.

Case study - Time to Talk (*counselling service*)

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Family Liaison Officers help with the vital communications between home and school. An integral part of the FLO role is to link families with other agencies, statutory and non-statutory and to work in partnership with them to support the family. Parents are drawn into the school community through simple measures initiated by FLOs. This in turn raises the self esteem of parents/carers, helping them to maximise their own skills and respond effectively to family needs and contribute to the achievement and well-being of their own children. We also have FLOs working within our teams that support traveller families and families from minority groups.

Our **Parent Support Advisers** also provide similar support across groups of schools and, in the case of our Model 3 PSAs, also work with families as part of the team (including Education Welfare Officers and school Attendance Officers) working to improve school attendance and reduce exclusions. FLOs and PSAs run many programmes, including “**Speakeasy**” a programme that builds parents confidence and knowledge to talk to their children about sex, relationships and growing up. We will be looking to integrate the FLO and PSA roles and ensure that they are a key part of the development of the Team around the Family within Local Children’s Partnerships.

Case study FLO / PSA

Children’s Centres such as Meadows in Maidstone offer targeted services and courses i.e. for young parents. Midwifery and Health Visiting Services have been reorganised to provide tailored support for teenage mothers and fathers. Like all parents, **teenage mothers and fathers** want the best for their children but demands of caring for a baby when they themselves are still dealing with the challenges of transition into adulthood are significant.

YAPs Group Case Study

The Solihull Approach provides practitioners with a framework and skills for engaging with children, young people and their families. Training in the use of this framework has been rolled out across Kent for a wide range of front-line staff from both statutory and voluntary agencies. Solihull has developed a training module specifically for work with parents/carers and we now have a core of trained practitioners.

The delivery of this training and overseeing of quality is carried out by Kent’s Child and Adolescent Mental Health Services Practice Improvement Programme (CAMHS PIP). The programme is focused on addressing the education, training and

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development needs of those working with children, young people and families to enable them to work more effectively with issues relating to the mental health and emotional wellbeing of children, young people and families they work with,

Kent's CAMHS PIP has been asked to work in collaboration with Solihull PCT in developing the "School Years" Solihull approach for older adolescence. An information DVD on the Solihull Approach in Kent and training resource DVDs are being developed. In addition, Kent's CAMHS PIP is piloting a new set of mental health awareness training materials for Tier 1 practitioners (developed at a national level).

In Gravesend we are piloting the **Strengthening Families, Strengthening Communities** programme. This is a community-based programme specifically designed to promote some of the protective factors associated with "good parenting". Importantly the programme approach emphasises that parenting is impacted by the local environment and that parents should play an active role in shaping this environment by engaging with community resources.

Generic **transition programmes** across the County have now expanded to provide longer-term targeted support to more vulnerable children and their families into Year 7 and, in some cases, Year 8. In Deal the MIDES (Middle Deal Extended Schools) transition programme has been particularly effective, resulting in vulnerable children remaining in school, being better supported by their parents and achieving better than predicted outcomes.

Localities have commissioned a range of preventative services to work in close collaboration with their prevention/early intervention teams i.e. **counselling services** such as **Time 2 Talk** – a charity providing a range of "talking" services for children, teenagers and their families and carers. They are committed to improving relationships between children, young people and their parents/carers and reduce the risk of family breakdown and likelihood of referral to CAMHS tier 3 and 4 services.

Partnership with Parents operates at "arms length" from the Local Authority and provides a flexible and supportive service which gives all parents and carers, particularly those who have children with additional or special educational needs, the opportunity to be involved in decisions about their child's education.

The new **Health Visiting Service** model with universal access (but not universal service) has been launched and offers assessment of need, telephone advice and signposting and referrals, breastfeeding drop-ins and child health clinics particularly targeted for young parents and those most in need of support.

Housing PFI project "**Excellent Homes for All**" has been submitted. This is a partnership of Kent County Council and 4 District Councils and will deliver 184 new supported apartments, including: homes for older people, people with a learning disability, people with mental health problems and young people.

The next steps at this level will be to ensure a level of consistency, within localities of the 'team around the family' and to ensure a pool of trained and supported facilitators

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for parenting programmes – building on the successful approach taken to the roll-out of Solihull training and supervision arrangements for practitioners.

Clear referral routes and pathways will need to be established so that families are referred or signposted to services or interventions at the right level.

Specialist

Co-ordinated Support for Families with Complex Needs

'The Team around the Family'

Commissioning services for the most excluded families presents a particular challenge. They tend to be small in number but have complex and challenging needs, making it difficult to predict the type of services needed and demand for them. The services need to be flexible and responsive – providing the support where and when needed, rather than many weeks later when problems may have escalated.

Families with multiple problems are also often the least able to navigate the complex web of support to which they are entitled, sometimes resulting in interventions with these most vulnerable families being ineffective or confusing.

Many specialist services for the most excluded families are run by the third sector. They often have detailed local knowledge and understanding and are seen as more approachable by parents and carers but they may be small and find it difficult to plan and cost services and evaluate outcomes without extra support.

FWA Dartford case study

In developing services for families at this level we need to ensure that as well as working to improve outcomes for families already facing multiple problems, we work harder to prevent these problems occurring in the first place and support them to take responsibility for their own outcomes – so that they take an active role in planning and reviewing their own progress towards agreed goals. Supporting the **development and growth of self – help groups** and bringing together parents and carers of children and young people with particular needs, can help families cope and help build resilience i.e. parental support groups for parents with children with ADHD

Family support case study

Family Group Conferencing and solution-focused therapy

Health Visitor case study

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Localities have commissioned a range of services to tackle **domestic violence** and to support families who have had to move to places of safety – working with local refuges and other voluntary sector organisations operating in this field.

Our **Youth Offending Service and Drug and Alcohol teams** have also appointed professionals to work specifically with parents of children who have or are at risk of offending and/or are misusing drugs and alcohol. Countywide intervention and support programmes have been attended by nearly 400 young people who were at risk of exclusion and substance misuse education has been delivered in Kent schools. A parents and carers support service “**Grey Zebra**” provides support information and advice to families affected by drugs and alcohol.

Kent’s **Education Welfare and Behaviour Service** engages with parents to help find solutions to their children’s attendance and behaviour difficulties. They have been piloting a project with a school in Thanet around the use of the **Family Group Conferencing Approach** within a school setting to tackle attendance problems and situations where a child is at high risk of exclusion. Analysis of this project will take place during 2008.

Another pilot proposal which is being considered as part of the development of services to support families is the provision of a framework for both Primary and Secondary Schools and Settings wishing to implement a **restorative culture** to tackle conflict and anti social behaviour both inside and outside the school environment.

YOS case study

ARC case study

Services for families with complex needs will be supported by the implementation of the **Common Assessment Framework (CAF)**, **Lead Professional** arrangements, **Contact Point** and overall Children’s Trust working and delivery. In Kent we are developing CAF to look at the needs of the whole family. We need to have a process by which we can assess family needs and wellbeing and measure progress towards shared goals. This approach has been piloted in some clusters as part of their **cluster-based reviews**.

EVOLVE case study (*employability of disadvantaged adult groups through vocational training, mentoring, advice and guidance*)

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A number of targeted parenting programmes are being delivered at this level such as: **Webster Stratton- The Incredible Years** (supports parents of 1-10 years olds who want to address difficult and challenging behaviour and develop skills to promote play); **Triple P – The Positive Parenting Programme**, delivered in Thanet (Kent's RESPECT area) by the Senior Parenting Co-ordinator and the **Nurse, Family Partnership Programme** – delivered through Health and which shows early evidence of delivering improved outcomes for families.

INTENSIVE SUPPORT OR INTERVENTION

The number of children and young people supported by Kent Children's Social Services has remained relatively consistent in recent years, although there has been an increase in the number who are on the Child Protection Register.

Family Group Conferencing is now mandatory in Kent for all children 13 years or younger at risk of becoming "looked after". Family Group Conferencing originated in New Zealand as a way of empowering families to make decisions on how the welfare and safety of their children is promoted and has resulted in many children remaining within their families rather than entering the care system. In partnership with schools, Family Group Conferencing has also lead to improved school attendance and educational outcomes. It ensures that children and their families are at the centre of planning and decision making that affects them, as well as making sure that they are not excluded from lines of support and strength available to them in their families and community networks. Wherever possible, this approach can help children remain living with their extended families and, where they cannot, that they are not alienated from their families.

In 2003 radical practice procedures aimed at children and young people living with family or friend carers (**Kinship care**), were implemented. The majority of children in these living arrangements are now supported outside of the care system, giving them a greater sense of permanence and normality by living with their families/friends.

Kent's Staying Together project took place between 2001 and 2006 to provide legal security for a group of children who might otherwise drift in care, through supporting their foster carers to obtain full legal parental responsibility for them via adoption, Special Guardianship or a Residence Order. This has resulted in over 100 children achieving full legal permanence with their carers, rather than remaining in the care system for the rest of their childhood.

The Family Support Service in Kent work with families whose children are subject to a care plan – developing good working relationships with the families, foster carers, health and education professional contacts; arranging access to universal and targeted services to ensure that actions within care plans are delivered, that families and services supporting them are communicated with and that expected outcomes are achieved.

The Multi-Agency Parenting Order Support Service carries out individual solution focused work with parents and carers who have or are at high risk of receiving Parenting Orders and works very closely with the Youth Offending Services. YOS Parenting workers are able to carry out a formal assessment of parenting need,

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followed by a structured meeting to deliver the intervention and a follow up session. In Kent we are looking to develop a joint approach to the provision of interventions to substance misusing parents and also to look at the use of parenting services to reduce the risk of homelessness resulting from family breakdown.

Kent Probation Area commissions a pilot service on behalf of the children and families of offenders via the **St. Giles Trust**. The initial focus of this service was the provision of social and practical tenancy support for families of offenders serving either community or custodial sentences. The service identified priority needs of these families living within the pilot area (mid Kent), these were:

- Maximising income and managing debt
- Maintaining accommodation
- Accessing and engaging with both statutory and voluntary agencies providing health, education, social care, counselling, treatment for addiction and mediation services

Developing relationships with community based agencies working specifically on behalf of gypsy and Irish Traveller communities within the target area was another key aim of the project,

The idea of the project is to provide intensive support over a relatively short time frame, providing opportunities for families to learn how to take control of their own lives. The project has proved successful, reducing family breakdown and rates of re-offending. Kent Probation Area is now looking to jointly commission an extension of the area covered by the project.

The Kent Children’s Trust **CAMHS Strategy** sets out a number of goals that needed to be delivered. Chief of these was the need for a robust Out of Hours Service. The service has now been introduced in order to provide improved access to emergency psychiatric care for children in need of this service in Kent. The Joint CAMHS Strategy Group will consider all serious incidents and referrals to review their recommendations and the implications for service improvement.

Case Study on St. Giles Project

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Chapter 4: Taking the Strategy Forward:

Our Commitments:

Leadership and commissioning:

- Ensure that the commissioning of services for children, young people and adults takes account of the needs of parents to support their children to deliver the Every Child Matters outcomes and that priorities for parent support are reflected in all relevant partners plans , including local Children and Young People's Plans
- Support Local Children's Partnerships to map the range, type, funding source and capacity of parent and family support services and programmes available locally and to identify gaps and overlaps
- Raise parent and carer's voice on wider issues such as: housing, transport, health, environment, leisure, safety and education, ensuring that their views are incorporated into policy and service development.

Participation and Partnership (including community support):

- Agree and produce a Kent Children's Trust Parent's Charter
- Identify (in consultation with parents and carers) the most appropriate mechanism for ensuring parent and carer voice on the Kent Children's Trust Partnership Board
- Support Local Children's Partnerships to enhance and sustain Parent Fora in each locality and work with Kent schools to test the development of Parent Councils
- Identify and share models of best practice for engaging with and involving parents, carers and communities in building capacity within services for supporting families

Universal Support:

- Ensure that Parenting Programmes are of high quality, evidence based, appropriately targeted and are delivered by staff with an appropriate range of skills and competencies
- Work with the Children's Information Service, Children's Resource Directory developers, other partners and services, local media (including Kent TV) and national media to promote positive messages about parenting, access to parent support services and information and to develop a culture of communication and partnership which values and respects parents and carers role in supporting their own children.
- Ensure that local development of services is taking account of the need to operate, wherever possible, through universal points of access.

Targeted Support:

- Identify and respond appropriately to the specific needs of fathers (and male carers) as parents, whether resident or non resident with their families
- Organise local prevention and early intervention teams around the family

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- Take account of the outcomes of the work on poverty currently being undertaken through Social Innovation Lab for Kent in commissioning services

Workforce:

- Ensure that Kent Children's Trust Children's Workforce Development Strategy and action plan address the particular skills needs of those staff working with parents and carers, meets national standards and that staff who work with families are included in appropriate generic training and development opportunities.
- Provide regular opportunities for staff working with parents and carers to meet, be informed, exchange ideas and share best practice.

These commitments will be developed into an action plan, linked to Local Area Agreement, Kent 2010 and Children and Young People's Plan Priorities and outcomes measures. This will be utilised to monitor the Strategy's impact and inform further review and development of the Strategy.

Accountability:

The Strategy will be managed and developed through the Multi – Agency Steering Group, chaired by the Parenting Commissioner, reporting to the Kent Children's Trust Board.

Work streams will be commissioned and managed through smaller project groups including:

- wider consultation on the strategy
- developing a detailed action plan
- developing a parent version and Parent's Charter
- Providing advice and support to Local Children's Partnerships around implementation
- Monitoring and review

Delivery will be through the 23 Children's Services Partnerships, supported by the Children's Trust central policy and commissioning arrangements.

Developing the workforce to deliver the strategy:

Kent has a Children's Workforce Development Strategy in place. Its purpose is to ensure that professionals working with families across the statutory, voluntary and private sectors are trained and supported to meet the demands of the Every Child Matters and Every Parent Matters agenda. Workforce development to deliver the Parent Support Strategy will be located within this broader framework and will be linked into the National Occupational Standards for work with Parents and Carers and will also take account of best practice advice issued via the new National Academy of Parenting Practitioners.

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A range of opportunities will be provided for parenting practitioners working with families in the voluntary, statutory, independent and faith sectors to come together to exchange information, ideas and best practice. It is envisaged that these will develop into regular network meetings.

Participation of Parents, Carers and Communities:

The views of children, young people, carers and communities will be central to the development of services and commissioning decisions. The Kent Children's Trust Board has agreed a Participation Framework to underpin all participation activities and enable services to capture the views of those least likely to engage.

In order to support the development of parental/carer voice within Children's Trust arrangements, Parent Fora are being developed in each locality. Each forum has its own character and has developed at a pace determined by the parents and carers themselves. Agenda topics in early meetings have been determined by supporting officers with the agreement of parents, however, the ultimate aim is for these groups to be self sustaining and act as a representative voice on the Local Children's Partnerships. Support to these fora is currently provided by Partnership with Parents, Parent Support Advisers and the Voluntary, Faith and Community sectors to encourage those who do not traditionally find it comfortable to engage to do so.

Early indications from Maidstone, Dover and Swanley are that parents and carers themselves welcome the notion of engaging with decision makers at this level and have fed back that they feel this gives a clarity of purpose to the fora. Resources are being put in place to ensure that this continues to be strength in the development of Local Children's Partnership arrangements.

We will be working with Schools and Governing Bodies to support the setting up of Parent Councils and ensure that parents and carers have a voice at school as well as at Local Children's Partnership level.

For the first time in Kent, we are running a "Meet the Parents" event. The purpose of the event is to provide parents and carers with an opportunity to raise questions about Children and Young People's services and for the Kent Children's Trust Board to understand how parents wish to be consulted in the future. Parents have been recruited via Children's Centres, Family Liaison Officers, Parent Support Advisers and voluntary groups and will be supported to take part and raise issues they feel are most pertinent to them with the Managing Director of Children's Services (also Chairman of the Kent Children's Trust Board).

Equality of opportunity:

We will work to ensure that services meet the needs of diverse communities, family situations and individuals. We will monitor and review information around outcomes for families so that resources can be targeted at groups in order to close gaps in outcomes and ensure equality of access to services. We are also mindful that for some groups of parents and carers, language, culture or disability may be a barrier to access and that we will need to provide additional support.

Evaluating Impact:

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Parenting UK have developed a self-assessment framework for the evaluation of Parent Support Strategies and consideration will be given to implementing this.

The Multi-Agency Steering Group will review implementation of the commitments and resulting action plans against expected outcomes in partnership with Local Children's Partnerships and will provide a review and evaluation report to the Kent Children's Trust Board on an annual basis. This report will also take account of parent and carer views of impact and progress.

By: Graham Badman, Managing Director – Children Families & Education

To: Children Families & Education Policy Overview Committee - 30 January 2008

Subject: The Draft Strategy for Early Education and Childcare

Classification: Unrestricted

Summary: This paper presents KCC's draft Strategy for Early Education and Childcare to Members of the CFE Policy Overview Committee and seeks views, as part of the consultation process, to inform its development.

Introduction

1. (1) The County Council recognises the importance of ensuring that all families can access high quality early education and childcare and that it has a key role to play in achieving this.

(2) The Government confirms the vital role that the Local Authority plays in improving the outcomes of all young children from birth up to the August following their fifth birthday and reducing inequalities between them through legislation set out in the Childcare Act 2006. This Act sets out the regulatory regime for the provision of early education and childcare.

(3) The draft strategy is one of a suite of strategies that has been developed by Kent County Council to improve the outcomes of all children from birth to 19.

The Development of the draft Early Years Strategy for Early Education and Childcare

2. (1) In order to develop the draft strategy initial consultation has taken place with the Kent Early Years, Childcare and Extended Services Board (EYCESB) and its four working groups. The Board includes representatives from:

- Kent County Council (A KCC Member and officers from Children, Families & Education, Communities and Environment and Regeneration)
- The Health Services
- The Learning and Skills Council
- National Childminding Association
- Jobcentre Plus
- Kent Schools (Cluster Chair)
- Pre-school Learning Alliance
- Kent Children's Centres.

(2) The draft strategy is set out at appendix one.

Consultation arrangements

3. (1) Consultation on the draft strategy is taking place between 14 January and 4 April 2008. The consultation is extensive and aims to seek the views from the full range of stakeholders, including parents, early years providers, schools, agencies and strategic groups in Kent. Details of the stakeholders to be consulted and how this will be undertaken are attached at appendix two.

(2) As part of the consultation, stakeholders are being asked a series of questions in order to shape the final version of the strategy and identify priority areas. The consultation questions are set out at appendix three.

Next Steps

4. (1) The consultation process will inform the development of the final version of the strategy with a view to this being formally adopted by the County Council during the autumn 2008.

Resources

5. (1) Resources to implement the Strategy for Early Education and Childcare will be identified as part of:

- KCC budget planning and the setting of Directorate budgets.
- The commissioning of services through local Children Trust Boards.

(2) Government funding for the provision of early education and childcare is available through the:

- Designated Schools Grant (revenue)
- SureStart, Early Years and Childcare Grant (revenue)
- Early Years Capital Grant (capital).

Recommendations

6. Members of the Children Families & Education Policy Overview Committee are asked to:

- (a) note the development of the draft strategy; and,
- (b) put forward views to inform the final version (Members are asked to include a focus on the questions raised in appendix three).

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Background Documents: None
Other Useful Information: None



The Strategy for Early Education and Childcare (2008 – 2013)

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Chapter 1: The context, vision and rationale

Chapter 2: Support for disadvantaged groups

Chapter 3: Quality of provision and supporting the early education and childcare workforce

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Chapter 5: Working with parents

Chapter 6: Taking the Strategy forward

Appendices

1. The new arrangements for working – the Children's Trust approach
2. The National and statutory Framework
3. Key Plans & strategies
4. Pre-school provision in other countries
5. Key national research documents which have informed the development of this strategy
6. Baseline information
7. Children's Centres
8. The Kent Early Years, Childcare and Extended Services Board (EYCESB)

Glossary of Terms

Acknowledgements

For clarification purposes the use of the term 'we' and 'our' through this strategy refer to Kent County Council and key actions are emboldened.

Chapter 1: The context, vision and rationale of the development of early education and childcare in Kent

The context of this strategy

This strategy aims to provide the vision and rationale for the development of early education and childcare for children between the ages of 0 and 5 years. In developing this strategy we are mindful of:

- The important aims that Kent County Council shares with Government in relation to Every Child Matters. That is, all children should be healthy; stay safe; enjoy and achieve; make a positive contribution; and, achieve economic well being.
- The development of the Children's Trust approach to working in a co-operative multi-agency framework to improve the outcomes for children, young people and their families. Appendix one sets out more information on the Children's Trust approach.
- The important role that early education and childcare providers in the maintained, private, voluntary and independent sector have to play in taking forward our vision.
- The statutory framework in relation to the provision of early education and childcare¹. Appendix two sets out the national and statutory framework.

It is not intended to be a detailed action plan as this will be set out in operational plans by the appropriate services implementing this strategy.

This strategy is one of a suite of strategies that has been developed by Kent County Council to improve the outcomes of all children from birth to 19. It should be read in conjunction with KCC's strategy for the provision of services in and around schools and Kent Children's Trust Parenting Strategy. The former focuses on the provision of childcare for older children as part of a range of services offered in and around schools, while the latter aims to support parents and carers so that all children fulfil their potential. The full suite of strategies falls under the umbrella of the Kent Children and Young People's Plan (CYPP). This is the single, overarching plan for all services affecting children and young people in the county. Appendix three provides more information about the key strategies.

The context for compulsory schooling and early education provision

In England the statutory age for admission to compulsory schooling falls at five years and early education provision is available to all three and four year old children². The introduction of the early education entitlement is relatively new in comparison to the age of admission to compulsory schooling that was set by the House of Commons in the 1860s. It is perhaps not surprising that the statutory age of compulsory schooling

¹ To meet the requirements of parents in order that they can work or undertake education or training leading to work. For children up to the age of 14 and up to the age of 16 for those with special educational needs and/or a disability.

² Parents and carers are able to claim the free entitlement for up to two years starting in April, August or January following their child's third birthday.

and 'early education' provision varies immensely from country to country. For example, in comparison to much of Europe and other English speaking countries the statutory age for admission to compulsory schooling in the UK is a lot earlier than the norm. There is also considerable variation across the countries with regard to the pre-school curriculum, levels, and qualifications levels of staff. It is interesting to note that the National Literacy Trust³ found that children in the Netherlands have the best quality of life followed by Sweden (and Denmark) although the models applied in these two countries do differ enormously. Appendix four gives some background information on provision in other countries.

The Vision

Kent County Council has set out its overarching vision:

"In Kent's successful communities, achievement exceeds aspiration, diversity is valued and every child and family is supported. Children and young people are positive about their future and are at the heart of joined up service planning. They are:

- Nurtured and encouraged at home
- Inspired and motivated by school
- Safe and secure in the community
- Living healthy and fulfilled lives"

Kent Children's and Young Person's Plan 2006 – 2009: Positive About Our Future

"Providing our youngest children with the very best start in life is crucial. Early years/nursery education has an enormous impact in developing a child's willingness to learn from an early age, along with building essential social skills and good behaviour. With these key skills, a child's appetite for learning is considerably improved."

KCC's Towards 2010 'Learning for everyone – Getting it right from the start'

What is clear is that no child in Kent should be left to fail and that all children and young people should be supported to reach their full potential. The provision of, and access to, appropriate good quality early education and flexible childcare is essential if all children are to thrive and make optimum progress in their learning and development. This is crucial to developing the intellectual, cognitive, social and behavioural development of all the young children in Kent. We especially recognise the importance of creativity in early education and childcare settings and that the child who practices creative play becomes socially competent and, can learn and thrive. We understand that it is essential that the early education and childcare workforce is supported and developed to facilitate provision of the highest quality.

We cannot achieve this in isolation. We need to work with and support our partners in schools who offer extended services and nursery provision and in the private, voluntary and independent sectors which provide early education and childcare, as well as our partners in Health, other agencies and voluntary groups.

³ Literacy changes lives (2007).

Rationale for change

The national perspective

The following narrative draws on a number of national research papers. Appendix five sets out the papers that have informed this section of the strategy.

While many children do well at school and go on to achieve economic well being there remains a cohort of children who do not. Research shows that children who grow up in poverty are likely to be disadvantaged in terms of lifestyle, education, future employment prospects and health. While the cost to the individual is essentially around the damage and disadvantage they suffer there is also a cost to society; for example, community safety and the financial burden arising from youth and adult offending, teenage pregnancy, healthcare and the provision of government benefits.

National policy has taken some families out of poverty but there are still too many families remaining in poverty. What is more, poverty levels in the UK are higher and families stay in poverty longer than most other European countries. In addition, the income levels of families are increasing at different rates with the income of the most disadvantaged families showing the least growth. That is the gap between those who are more well off and those who are not is increasing.

Particular groups affected by poverty are:

- Families with adults outside of work
- Children from black and minority ethnic families (including children in asylum seeking families and Gypsy/Traveller children)
- Families in low wages
- Lone parent families, particularly teenage mothers
- Families affected by disability
- Large families
- Children in poor housing (e.g. temporary accommodation and housing unfit for human habitation)
- Young people living independently.

We must also bear in mind there will also be groups of children who may not be living in poverty but would be termed 'vulnerable'. For example, those at risk or in the care of the Local Authority and those who are disabled or who have learning difficulties.

In terms of making a difference to disadvantaged children it is clear that:

- Early years are seen as crucial to influencing later life chances. Evidence shows that early experiences such as the quality of the home environment, family structure, pre-school care and relationships with caring adults produce a pattern of development in later life that is hard to reverse even through schooling.
- Educational attainment continues to be a strong predictor of social mobility and experiences in the early years are seen as being key to educational attainment.

- Work is the best way out of poverty and high quality and flexible childcare is crucial. Research indicates no adverse effects of maternal employment on the cognitive development of 3 to 5 year olds.
- Interventions that provide high quality care and education to children are more effective in changing outcomes particularly in the cognitive domain, than interventions aimed at improving home environments and parental behaviour. High quality interventions can produce substantial cognitive gains particularly for families from lower socio-economic groups.
- Quality that is sensitive and responsive to individual needs matters. Conversely there are adverse behavioural effects of being in poor quality provision for long hours.
- There are doubts at national level about the effectiveness of Surestart, including their failure to reach the most disadvantaged groups, although it is acknowledged that the full impact of Children's Centres will not be apparent for some time.
- Ethnic minorities do not, generally, use nurseries as much as white families and children of manual workers participate less in early years provision. Families affected by disabilities are poorly served and mothers of large families are deterred from entering the labour market.
- Flexibility and appropriateness to meet needs in provision is key but is often an issue as is cost of provision.

How far have we come in relation to the provision of early education and childcare?

The County Council has:

- exceeded Government targets by almost 40% to increase the number of childcare places available⁴. This has created an increase of 2,787 places;
- met Kent's target to double the number of Kent County Council maintained nursery units from 35 to 70 by September 2006; This has created an additional 1,820 places; *2002/06 Next 4 Years target*
- met our target⁵ to increase the number of three and four year olds taking up early education a year early. This means we have 2,000 more three year olds taking up their free entitlement.
- developed a quality accreditation mark covering all aspects of provision to be offered all early years settings⁶;
- delivered a full training programme and a range of conferences to early years and childcare professionals covering a range of areas including inclusion and equalities issues;
- promoted equality of access through outreach projects in Ashford, Dover and Gravesham;
- implemented a procurement framework for training to be delivered by other providers to the private, voluntary and independent sector;
- a Children's Information Service which has achieved the Matrix Quality Award for its internal and external services to customers; and,
- been successful to date in our implementation of the children's centre agenda. Specifically, in Round One (2004-2006) there are 20 centres and from our target

⁴ This relates to targets set for the period April 2004 to March 2006 and they do not take account of any subsequent closures of provision.

⁵ The Kent Area Agreement (outcome 1) – target delivery date March 2008.

⁶ The accreditation will be piloted in September 2007.

of 52 additional centres in Round Two (2006-2008), 52 sites are identified of which 2 have already designated.

We are also working to achieve the following high level targets:

- Improve the quality of early years education by strengthening the links between pre-schools/nurseries and primary schools, thereby improving children's ability to learn when they enter primary school; *Towards 2010*
- Increase the take up of free early education by three year olds of three sessions per week or more to 88% by 2008; *CYPP⁷*
- Implement the Children's Centres programme across Kent (see chapter 4 of this Strategy); *CYPP*
- Roll out the Kent Early Support Programme, to provide more co-ordinated multi agency services for children with a disability/developmental delay who are under five; *CYPP*
- Improve the quality of early years provision through training and support to pre schools, quality assurance, the development of Children's Centres and integration of Sure Start Local Programmes; *CYPP*
- Establish and then increase the level of take up of Early Years places ensuring consistent access to Early Year's provision for children who have learning difficulties and disabilities and other vulnerable groups of children; *CYPP*
- Improve early education outcomes for children through interventions over a three year period to enhance personal, social and emotional development and communication, language and literacy; *CYPP*
- Extend childcare to meet the needs of working parents, including out of school provision; and, *CYPP*
- Increase the number of schools offering effectively planned multi-agency/partner activities covering childcare, breakfast clubs, adult and family learning and health programmes, matching need and demand. *CYPP*

Appendix six sets out a range of information relating to the current level of provision, the quality of provision and the profile of the workforce.

What needs to change?

While our existing achievements and targets will make a difference to the outcomes of the majority of the children of Kent, this is not sufficient if we are to realise our vision that no child in Kent should be left to fail and that all children and young people should be supported to reach their full potential. We need to ensure that we do make a difference to the life chances of children from disadvantaged backgrounds and this will mean a more targeted approach. For example, in terms of our targets we should working towards:

⁷ The targets within the Children and Young People's Plan fall under the umbrella of the Children's Trust but Kent County Council has a specific responsibility to deliver these targets.

- Increasing the number of 3 and 4 year olds who are from disadvantaged backgrounds taking up their free entitlement to early education.
- Closing the gap in attainment for PSED and CLL of the Early Years Foundation Stage between those children who are from disadvantaged backgrounds and those children who are not.
- Increasing the percentage of families who are from disadvantaged backgrounds using Children’s Centres and that families who are not accessing the centres are visited as part of outreach work.
- Increasing the number of parents from disadvantaged families who are accessing information via the Kent Children’s Information Service and that information on funding available for childcare is provided to this group of families.
- Ensuring that there is sufficient and appropriate early education and childcare provision in the most disadvantaged areas of Kent and to specific groups such as teenage mothers.
- Increasing the number of appropriately qualified staff at level two and level three in early years settings, particularly in early years settings in the most disadvantaged areas of Kent.

The following chapters of this strategy look in more depth at how we can make a difference to the outcomes of all children.

Chapter 2: Support for those most in need

This chapter looks at specific arrangements to support those children and families most in need. These are:

- vulnerable early years learners (the Leuven Model);
- children with LDD (learning difficulties and/or disabilities);
- children at risk of abuse or who are in the care of a local authority;
- young carers; and,
- teenage parents.

We must also bear in mind that transition to primary school is a very important time and therefore this is included in the latter part of this chapter. The final part of this chapter looks the important role that health visitors and others have to play in improving the health and well-being of pre-school children and their families and how by working with them we can improve outcomes for children.

The Leuven Model (for vulnerable early years learners)

The Local Authority has developed links with Professor Ferre Laevers of Leuven University, Belgium to use the ‘Leuven Model’ to improve children’s outcomes particularly for children from disadvantaged backgrounds. The Leuven Involvement Scale for Young Children is a process-oriented monitoring system, which provides professionals with a tool for quality assessment. It looks at how ‘involved’ the child is in their work and their ‘emotional well-being’ allowing professionals to highlight children who may need extra support in the classroom to help each child reach their full potential in terms of learning. In Kent, the Leuven Involvement Scale is being used on a trial basis and is targeted at specific areas with training provided to Local

Authority staff and staff in early years settings. Appendix four sets out more information about the Leuven Model.

We will evaluate and review the project with a view for wider implementation across early education settings.

Children with LDD (learning difficulties and/or disabilities)

About one child out of every five, may at some stage during their education, require differentiated support in school or early years setting because of a special educational need. A very small percentage of these may need longer-term support and some with severe and complex needs may require a statement of special educational need. Within the Local Authority and school clusters, there are a number of specialist staff in post to support the education of pre-school children who have been identified as having special education needs. These are:

- Pre-school Special Educational Needs teachers
- Early Years Special Educational Needs Co-ordinators
- Specialist teachers (physical and sensory)
- Portage home visitors

We will ensure that there is:

- **co-ordinated and consistent training across all early years provision;**
- **co-ordinated working between all early years providers and public and voluntary agencies involved in caring for vulnerable children;**
- **consistent and accountable quality assurance across provision; and,**
- **good practice at transition from home to pre-school and pre-school into school.**

Across Kent there is specialist expertise available to support meeting the needs of children under statutory school age with profound, severe and complex special educational needs. Children do not need a statement to access this expertise and local teams consider individual needs and ensure appropriate support is provided. This work complements the County Council's rollout of Early Support. This approach is based on joint working with the Health Services, where at a local level professionals across all agencies work collaboratively to co-ordinate support for the child and their parents to achieve the best outcomes for children between 0 – 5 years who have profound, severe and complex needs.

Safeguarding Children

It's estimated that at least one child dies each week in England and Wales as a result of physical abuse⁸. Babies are particularly vulnerable, being much more likely to be killed than all other ages. Nationally⁹, approximately 26,400 children, who have been identified by professionals as at risk of abuse¹⁰, are currently on the child protection register. This figure represents 24 children per 10,000 of the population aged under

⁸ From NSPCC Key Facts and Figures.

⁹ From statistics published by the former Department of Education and Skills (now known as the Department of Children, Schools and Families) 2006.

¹⁰ This could be physical abuse, sexual abuse, emotional abuse or neglect.

18. In Kent, there are approximately 930 children on the Child Protection Register which represents 30.3 children per 10,000 population.

We will work with all the agencies involved to:

- alert early education and childcare providers and staff to the issues of child protection and, provide training and advice;
- support early education and childcare providers and staff to make referrals;
- support early education and childcare providers and staff to contribute to the individual care plans of children identified as being at risk of abuse; and,
- support and advise early education and childcare providers where an allegation is made against a member of staff or volunteer.

Looked After Children

There is a significant gap between the outcomes of looked after children and other children and evidence suggests that they are less likely to access their entitlement to early education¹¹. As a corporate parent, the Local Authority must not accept any less for them than parents would for their own children.

We will:

- work with early education and early years childcare providers to raise awareness of particular issues, such as the effect of early trauma;
- work with foster carers who care for children in the care of KCC to raise awareness of the importance of early education and play as a secure foundation for more formal learning;
- make sure that three and four year old children in the care of KCC can go to early years education¹².
- identify, collect and share data for all looked after 3-5 years olds in the care of KCC as appropriate to improve access and take-up of pre-school education;
- track and monitor attainment and achievement of looked after children in the care of KCC, aged 0-5; and,
- raise awareness and encourage early years providers to use the early years personal education plans as a tool to plan for education in the widest sense, within the overall care plan.

While we are fully signed up to national and local policies to improve the outcomes for looked after children there are a significant number of these children who, while placed in care in Kent, come under the control of other local authorities¹³. This means that not all of what we have set out to do will apply to all looked after children in Kent. Some of it will apply to only those who are in care of KCC. Clearly we would want to improve the outcomes of all children who are looked after in Kent regardless

¹¹ The Government's Green Paper Care Matters: Transforming the Lives of Children and Young People in Care – October 2006.

¹² This is part of the (draft) KCC pledge to Looked After Children.

¹³ These children would have been taken into care by other Local Authorities and the legal responsibility for the child's care remains with that Local Authority regardless of where they place them.

of who the corporate parent is and where this is appropriate and realistic we will do so.

Young carers

Young carers are identified as a group of young people in need of support and that being a young carer may adversely affect their physical, or emotional well being and can limit their social or educational opportunities. Research¹⁴ shows that siblings cared for by young carers are much more likely to have learning difficulties. The Local Authority has developed a Young Carer Strategy in order to set out a clear framework as to how we will support young carers and enable them to fulfil their potential. A key strand of this strategy will be how we will work to ensure that the children of the parents of young carers are not disadvantaged.

We will work with agencies and providers to ensure that the parents of young carers have accessible and comprehensive information so that their children are able to take up their early education entitlement and parents/carers can access flexible childcare.

Teenage Parents

The incidence of early parenthood is considerably higher in lower social economic groups. Similarly the long term health and economic outcomes for young parents and their children are influenced by family history and experience. Kent County Council is working as part of the Kent Teenage Pregnancy Partnership to help young parents to realise their social, academic and employment potential. The first stage of the support offered to young people concentrates on the well being of the parent and the child whereas the second stage is to help the young person prepare and plan for the future. Short courses provided through this initiative are supported by good quality childcare provision at Children's Centres, with childcare funded through the Care2Learn scheme. This type of work is being piloted in Folkestone, Canterbury, Thanet, Maidstone and Ashford.

We will build on this work and extend the services offered so that all young parents can access this provision.

Transition

Finally, if we are to maximise the benefits of the early education experience then this strategy also needs to include a focus on successful transition. The beginning of primary school represents the true beginning of formal education for all children and their families. It is a time of excitement and curiosity but this event can bring many uncertainties and worries for both children and adults involved, especially if the child has more complex needs.

We will work with schools and early education and childcare providers to help young children and families prepare for entrance to primary school and, where children have more complex needs we will identify and involve key people to ensure a successful transition.

Working with health professionals and others

¹⁴ By Loughborough University in 2004.

Health services and other parenting health services play a vital role in the earliest months and years of a child's life. Health visitors in particular have a high credibility with families and are the earliest point of contact with parents. National policy sets out that the focus of their work is on pre-school children and that their primary role is to lead and deliver the Child Health Promotion Programme, using a family focused public health approach and to deliver intensive programmes for the most vulnerable children and families. They will take the lead in working with the whole family and early intervention, promoting infant, child and family health, and supporting the capacity for better parenting, including safeguarding children and addressing domestic violence. As highly trained professionals they will be responsible for more challenging areas such as building therapeutic relationships and addressing difficult issues in families with more complex needs, identifying existing and future vulnerability and engaging with hard to reach groups and individuals.

It is crucial that if we are to support the most disadvantaged families that we work with health visitors and others so that we can identify those in need at the earliest stage of a child's life and support them to access appropriate childcare and early education.

We will work with health visitors, health professionals and others so that the most disadvantaged families are able to access appropriate childcare and early education.¹⁵

Chapter 3: Quality of provision and supporting the workforce

Quality of provision

We have a vision for learners. It is that they will be self-confident and enjoy high levels of self-esteem. They will be able to organise themselves and demonstrate a strong drive for exploration, leading to entrepreneurship. As effective communicators, they will have the capacity to understand, react and represent their communication in a variety of forms, including artistic, numeric and linguistic. They will be socially competent with well developed interaction skills, acting on knowledge of consequences. They will make optimum progress in their learning and development.

Practitioners must be able to observe and respond appropriately to children, informed by knowledge of how children develop and learn possible next steps in their development and a clear understanding of learning. Young children learn best through active, engaged, meaningful leaning with play being the way most children will do most of their learning for most of the time. Learning for young children needs to be a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. Practitioners will need to provide an environment that allows a wide range of choices and opportunities for self initiated activity for children to be confident to try new activities and initiate new ideas.

¹⁵ The Local Authority has, under the umbrella, of the Kent Children's developed a Parenting Strategy. This strategy sets out in more detail the work that the Local Authority is undertaking with health professionals and others to improve the outcomes of families and young children.

Our aspirations are that there will be powerful learning environments with:

- early education and childcare settings that are well planned and provide effective learning and play environments both inside and outside, and that these are evaluated and reviewed on a regular basis;
- children being observed to discover what fascinates them and finding activities to meet these interests;
- activities which help children to explore the world of behaviour, feelings and values, and the relationships between children being explored to improve them;
- staff in settings being able to identify children with emotional and developmental problems and apply interventions to support them;
- high quality care with effective relationships between adults and children.

As a strategic leader it is critical that we bring about change so that in terms of high-level outcomes there is an increasing proportion of settings judged to be good or outstanding and an improvement in the quality of teaching, leadership and management. Equally important, is the need to ensure that we close gaps in attainment at the Early Years Foundation Stage between those children who are from disadvantaged backgrounds and those children who are not. In view of this, the Local Authority has developed a Strategy for the Quality Assurance of the Early Years Foundation Stage. This strategy is intended to guide leaders, managers and staff in all early years settings as well as Local Authority staff and those involved in the delivery of children's services. This strategy sets out that we will work in partnership with settings, practitioners and agencies to improve outcomes for all children.

We will:

- **collect high quality, accurate and reliable data and information so that we know our settings and work with them on improving quality;**
- **monitor provision and children's outcomes throughout the early years, and across settings and school using performance indicators that are capable of measurement and can demonstrate value-added;**
- **support settings through audit and self-evaluation processes and recognise quality provision through accreditation of a Kent Quality Mark;**
- **set up an improvement partner programme;**
- **support training and development of the early years and childcare workforce (this is covered in more detail later in this chapter);**
- **set up a recovery programme to support those settings that are deemed in adequate and an-improvement programme for 'just satisfactory' settings;**
- **develop closer link with health and other agencies, and build on localised partnerships to improve delivery of services for settings;**
- **support settings to work in partnership with parents and agencies to improve outcomes for all children; and,**
- **support settings through targeted resources and training in ensuring that young children including those at risk of underachievement are able to achieve their full potential.**

Supporting the early years and childcare workforce

Our vision for our early years and childcare leaders is that they will be ambitious for their learners and the children they care for. They will be appropriately qualified and committed to the professional development of themselves and their staff, and operate effective recruitment and retention policies. They will also have good business acumen and managerial skills, and have a good knowledge of the principles and practices of the National Day Care Standards and for early years leaders, the Early Years Foundation Stage.

Our vision for our early years and childcare practitioners is that they will have a sound knowledge of child development and form strong relationships with children and their parents/carers. They will have excellent communication skills, high levels of self-confidence and organisational ability, and the ability to work collaboratively. They will also understand what makes for good leadership and management, and set out a professional development path for themselves to improve what they do and increase their knowledge about children's needs and learning. Overall, they will be clear about their role and the contribution they can make towards creating a strong and positive environment for learning and play; they will feel supported, trusted and know that their views are valued.

In summary, practitioners should develop their abilities across the Key Elements of Effective Practice (KEEP). They should improve their relationships with both children and adults and develop an understanding of the individual and diverse ways that children develop and learn. They should actively support and extend children's learning in and across all areas and aspects of learning and play, taking account of all children's needs, learning styles and interests. They should also work with parents/carers and the wider community.

Clearly, it is essential that the Local Authority works in partnership with settings to make our vision become reality and improve the outcomes of all children. What is also important is the need to increase the number of appropriately qualified staff at level two and level three in early years settings in the most disadvantaged areas of Kent. The Kent strategy for the Quality Assurance of the Early Years Foundation Stage (as mentioned earlier in this chapter) sets out how we will support the training and professional development of leaders, managers and staff in early years settings.

We will:

- ensure that training and support offered to settings is inclusive of all children's needs and will support settings in meeting effectively the needs of all and improving the outcomes of vulnerable groups and those at risk of underachievement.
- develop and implement an overarching workforce development plan that links all forms of professional development with training and covers all aspects of a setting's needs in line with both education and care standards;
- develop and implement a leadership development strategy;
- ensure that training and support is targeted and focused through a single point of contact with the setting;
- develop improvement plans through self-evaluation;
- commission appropriate levels of training by analysing the needs of settings by cluster, allocating resources, both internal and external training against prioritised needs, monitoring delivery of training, evaluating impact and adjusting training in the light of outcomes;

- work with qualified teachers to support specific training and development opportunities of early education and childcare staff in Children’s Centres;
- maximise the impact of the Government’s funding streams to improve qualification levels of those working in early years settings, particularly those working in areas of disadvantage;
- support the retention of the early years workforce through the Early Years Professional Status and improve the skills of the workforce to meet the needs of disabled children and those with special educational needs; and,
- work with HE and FE colleges to identify training and career development opportunities.

Chapter 4: Securing sufficient and accessible early education and childcare in Kent

Sufficient and accessible early education and childcare

A key area of the Local Authority’s work is to ensure that there is sufficient and accessible early education and childcare. We have embarked on the four practical steps to develop the early education and childcare market. These are to analyse demand, map supply, map demand to supply and secure sufficiency. We have already undertaken extensive research through a survey conducted across Kent during 2005-06 and through the Kent Parents Consultation Project. The latter has been highlighted, nationally, as a model of good practice¹⁶.

Our analysis has helped the County Council to understand the early education and childcare market, the needs of families and how to develop sustainable provision that meets local needs and increase the take-up of the free entitlement. What we have found is that:

- the main factors influencing parents’ choice in using childcare are access to information, employment status and size of family;
- income was found to correlate most closely with take-up of childcare in Kent, i.e. more affluent families were more likely to take-up childcare; and,
- there is scope for expansion in existing settings¹⁷.

At the same time we must bear in mind that the number of Kent children is expected to decline over the next decade by some 9,500 pupils (about 4.5%).

It is very important that in developing the market that we ensure that there is sufficient and appropriate early education and childcare in the most disadvantaged areas of Kent and for specific disadvantaged groups such as those children with disabilities or learning difficulties.

We will:

¹⁶ As part of a case study in the Government’s document - Choice for parents, the best start for children: Making it happen.

¹⁷ 21% of settings have scope to expand the number of places offered and 34% of settings have scope to expand the number of hours offered.

- **continue with our research in order to give a wide ranging balanced view of the needs of the childcare market, including how best we can ensure that the most disadvantaged families are able to access provision;**
- **work with providers and potential providers to support capacity and so that gaps in provision are filled;**
- **aim to ensure a mixed economy of private, public, voluntary and independent providers so that there is vibrant provision but where we identify specific gaps in provision e.g. to disabled children we will need to take direct action so that these children are not disadvantaged;**
- **extend the development of Children’s Centres (this is covered in more detail at the end of this chapter);**
- **where appropriate, necessary and possible give priority to using excess space which becomes available in our primary schools due to falling rolls for the provision of early education and childcare facilities alongside other community provision¹⁸; and,**
- **take account of the need of parents for childcare for which tax credits¹⁹ can be claimed in developing the childcare market and work with partners in developing charging regimes for services.**

Free early education for 3 and 4 years olds

From April 2007 the Government is gradually extending the core offer of free early education and care for all 3 and 4 year olds to 15 hours a week so that by 2010 all children across the country will receive this entitlement. These changes are being introduced in a small number of ‘pathfinder’ areas in 2007. The aim of the pathfinders is to inform best practice models by looking at:

- expanding the range of hours when the free provision is available;
- increasing the length of session times beyond the current period of 2.5 hours; and,
- supporting partnerships between different providers so that parents can access the free entitlement between 8am and 6pm.

We have been working, and will continue to do so, to increase the number of three and four year olds accessing their entitlement to free early education. However, it is essential that, as part of our work, we increase the number of three and four year olds who are from disadvantaged backgrounds taking up their free entitlement to early education.

We will:

- **increase the entitlement of free early education in September 2009;**
- **learn from these best practice models on how our Local Authority can broker partnerships in a way that prioritises and maintains continuity of care for the child, and a seamless service for the parent;**
- **work with providers to extend the flexibility of provision that is available;**
- **use the findings from our research to inform work to increase the take-up of the free entitlement by disadvantaged families; and,**

¹⁸ Recommendation 30 of Kent Primary Strategy.

¹⁹ Lone parents and couples can claim up to 80% of the cost of childcare through working tax credits provided they meet set criteria

- **revise the criteria we set for providers to be featured in our Kent County Council Directory of Early Years Providers.**

Children's Centres

In the context of the Every Child Matters agenda, Children's Centres are seen as being crucial to improving services to children and families. They bring together a range of services for childcare, early education, health and family support in convenient community settings for use by families, parents and carers of children under five. Public, private and voluntary organisations are intended to work together in the centres to provide services to all young families but with a particular emphasis on improving the life chances of the most disadvantaged children. It should be borne in mind that Children's Centres are not intended to compete with early education and childcare provision in the private, voluntary and independent sector. It is an opportunity for providers and the centres to work in a collaborative and integrated way as part of an overall package of care for children and families.

Appendix seven sets out more information on Children's Centres including the timetable for their development and the range of services provided.

We will:

- **develop a robust framework for improved partnering arrangements between KCC, our statutory partners, children's centres, childcare settings and the PVI providers to achieve improved outcomes for children and their families through collaborative multi-agency working;**
- **engage with schools, early education and childcare providers to shape service provision in Children's Centres;**
- **work with our partners to ensure that a range of services is provided to support children and families. This will include working with the health services so that a range of family health services are provided and Jobcentre Plus so that parents/carers have access to information and support services in relation to employment and training;**
- **take account of the recent national findings on phase 1 of the Surestart programme in the development and review of provision to ensure that Children's Centres are fully effective and services reach the most disadvantaged families; and,**
- **take account of the views of children and parents/carers as part of planning and evaluating service provision in Children's Centres.**

Chapter 5: Working with parents

We want parents/carers to be active contributors to the learning and care process and have a good knowledge of their child's development and learning and we need to support parents/carers to make the best choices for their child's early education and childcare. They need to know what quality early education and childcare provision is available in their local area and their children's entitlements if they are to exercise real choice and have confidence in what they are choosing.

We have already embarked on work to promote early education and childcare provision to parents and carers across the county, by providing a range of information to them through our promotional campaigns and the Kent Children's Information Service, and this work will continue. However, there are some parents/carers who do not access the early education entitlement for their child and/or access the services of a children's centre. For example, our own local intelligence tells us that children of Gypsy, Roma and Traveller families are one such group. We need to ensure that those parents/carers not accessing provision are aware of their child's entitlement, the importance of their child accessing early education and how the Children's Centres can help them in relation to the care and well being of their family. It is crucially important that we work with Health Visitors, Midwives, Children's Centres, schools and others to identify disadvantaged families and those parents who are not accessing services in order that we can target support (this is covered in more detail in chapter 2). We must also be mindful that for some groups of parents/carers language, culture or disability may be a barrier to access and that we will need to provide additional support. It is also important that along with involving, PVI providers, Children's Centres and schools in the planning and review of services that we also we also involve parents.

We will:

- **work with our partners, particularly Health Visitors and Midwives to identify disadvantaged and hard to reach families;**
- **ensure that our campaign to promote early education and childcare across the county also focuses on geographical areas and community groups that are disadvantaged and where there is low take-up;**
- **provide a range of information to parents/carers, particularly targeting disadvantaged groups and where take-up is low;**
- **raise awareness of the free entitlement through outreach work with disadvantaged groups and those where take-up is low;**
- **provide a "brokerage" service for those parents who are finding it difficult to get appropriate provision;**
- **raise awareness with early education and childcare providers to help them support the specific needs of disadvantaged groups and hard to reach groups;**
- **work to recognise and understand the specific needs of these groups through outreach work and provide them with information in their first language or alternative formats where this is appropriate to do so; and,**
- **ensure that we involve parents in the planning and review of services.**

The Local Authority recognises the importance of supporting parents/carers to be active contributors to the learning and development of their child and has, under the umbrella, of the Kent Children's developed a Parenting Strategy. Work to support

parents and carers to make the best choices for their child's early education and childcare is a key strand of this strategy.

Chapter 6: Taking the Strategy Forward

Next Steps

Clearly if we are to achieve our vision that no child in Kent will be left to fail and that all children and young people should be supported to reach their full potential then we need to ensure that we have put in place a framework for taking this strategy forward and as part of this framework we must ensure that we take a more targeted approach so that we can make a difference to the life chances of the children from the most disadvantaged families.

Implementing this strategy

Kent County Council will work with partners in the statutory agencies and voluntary organisations, and early years providers from the private, voluntary and independent sector to implement this strategy. The aspirations of the strategy will inform the development of:

- the delivery of services through local Children and Young People's Plans as part of working in the Children's Trust approach (see appendix one) and;
- action planning within the Children's Families and Education Directorate of Kent County Council.

The strategic overview

KCC has established the multi-agency Kent Early Years, Childcare and Extended Services Board (EYCESB). This Board will take the strategic lead to achieve the aspirations of this strategy and it will also take the lead role in meeting our statutory requirements in relation to the provision of early education and childcare (see appendix 2). As part of the new arrangements for working in the Children's Trust approach, this Board will report to the county level Children's Trust (see appendix 1). The EYCESB has set up four working groups to take forward specific areas of work in relation to the provision of early education and childcare. Appendix eight sets out the terms of reference of the Board, its membership and the responsibilities of the working groups.

Equality and Diversity

Kent County Council is committed to promoting equality, valuing diversity and combating unfair treatment. We believe that access to services should be open to all regardless of social circumstances or background, gender, race, colour, ethnic origin, age, disability, sexuality, or religion. We recognise the importance of valuing the diversity of the workforce and that employees must be free from discrimination. We will strive to ensure that our principles and practices are reflected in taking forward this strategy, whether this is on work that we undertake directly or through working with others.

The new arrangements for working The Children's Trust approach

The Children Act 2004 requires local authorities who have responsibility for Education and Social Services to make arrangements for co-operative working between themselves and relevant partners. The vision is built on integrated service delivery to children, young people and their families supported by integrated strategy, planning, commissioning, resourcing and governance. The strategic and operational framework for all agencies to work together to improve outcomes for children is brought together under the umbrella of a Children's Trust. The Children's Trust is a sub-group of the Kent Partnership and takes ownership of the associated Local Area Agreement outcomes and Vision for Kent priorities.

Agencies within Kent are initially focusing work to develop the Children's Trust approach on four pathfinders in Maidstone, Shepway²⁰ and Tunbridge Wells. These are managed at a local level by multi-agency 'Local Children's Trust Boards' and there will be Local Trust Boards in place across all of Kent by early 2008. The Boards will identify priorities relating to their own locality, develop plans²¹ and take differentiated approaches to improve outcomes according to the differing needs of children in their localities. The development of Local Children's Trust Boards across the rest of Kent will begin in 2008 and the four pathfinders will inform their development.

Appendix 2

The National and Statutory Framework

In 2005, the Government produced its *Ten Year Strategy for Childcare*, followed by the Childcare Bill (published 8 November 2005) as the statutory underpinning to this. It confirms the vital role of local authorities as strategic leaders, and enshrines in the law a parent's expectation that high quality childcare will be available for all those who wish to work.

Before that the *Every Child Matters* green paper, later to become the basis for the *2004 Children Act*, identified the five outcomes that the Government considers most important to children and young people. These are:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution; and,
- Achieve economic well being.

The outcomes are universal, and should benefit every young child and person, regardless of their background or circumstances. The outcomes are also concerned with narrowing the gap between disadvantaged children and their peers. There is a

²⁰ There are two pathfinders in Shepway.

²¹ Through a Local Children and Young People's Plan.

necessary focus on improving outcomes for looked after children and those with special educational needs and disabilities. Government also wishes to reduce the incidence of teenage pregnancy and the number of people not in education, employment or training. Kent shares these important aims.

Government has also published an Action Plan, '*Choice for parents, the best start for children: making it happen*' to provide the framework and advice on implementation. This framework sets out two key national objectives:

- All children up to five will have high-quality early learning and care and better access to early childhood services – giving them the best start in life.
- All working parents will have access to a wide range of childcare where they can be confident that their children will thrive and be well cared for, enabling them to have greater choice about balancing work and family life.

The Government's vision is that by 2010, in every area, parents and children should find the following available to them:

- high quality integrated, accessible and flexible early education and childcare²² services that meet parents' individual needs;
- a children's centre accessible by all children in most disadvantaged areas by March 2008, and in every community by 2010;
- access to information and advice about locally available childcare and other services in accordance to local need;
- the free early-education entitlement of 15 hours per week for 38 weeks per year is in place for all three and four years olds²³ (with a longer term goal of 20 hours a week for 38 weeks), integrated with childcare for 0-5 year olds;
- all schools offering access to extended services that will enable parents to access an out-of-school childcare place for all children aged 3-14 between the hours of 8-6 if required.
- increased involvement of local parents and partner organisations in the planning and delivery of local early years and childcare services; and,
- a raise in quality standards, whilst ensuring childcare remains affordable and sustainable.

The Childcare Act 2006 has introduced a new regulatory and quality regime for early years provision which will support the delivery of quality integrated education and care for children from birth until the point when they begin Key Stage 1. The new requirement, which incorporates the Guidance Birth to Three Matters; Curriculum Guidance for the Foundation Stage; and, Care Standards for under 8's into the Early Years Foundation Stage (EYFS) will be statutory from September 2008. This requirement tracks development from birth across six areas of learning and development:

- Personal, social and emotional development;
- Communication, language and literacy;

²² To meet the requirements of parents in order that they can work or undertake education or training leading to work. For children up to the age of 14 and up to 16 for those with special educational needs and/or a disability.

²³ From April 2006 the free early education of 12.5 hours a week was extended from 33 to 38 weeks for all three and four year olds and from April 2007 the Government is gradually introducing the new entitlement of 15 hours per week for 38 weeks.

- Problem solving, reasoning and numeracy;
- Knowledge and understanding of the world;
- Physical development; and,
- Creative development

All childcare for school age children from the beginning of Key Stage 1 to age 8 will have to comply with streamlined standards that ensure provision is safe and secure and that providers are suitably qualified and adhere to child:adult ratios. These criteria will be the requirements for entry on to a new Ofsted Childcare Register (OCR).

The Act has also introduced a reformed and simplified childcare and early years regulation framework which focuses on quality, ensures children are safe and simplifies the existing bureaucratic regime. This means that:

- all early years settings will be required to deliver and be inspected against the EYFS; and,
- childcare settings catering for school age children will be judged against a streamlined set of common standards either through school inspection or the OCR.

The Act also places a duty to secure, as far as reasonably practicable, sufficient childcare to meet the requirement of working parents (particularly parents on low incomes or who have a disabled child). **In particular, local authorities will need to:**

- i.) **Carry out an initial assessment²⁴ to determine how much, what types and in what patterns childcare is needed, having regard to:**
 - **the views of parents;**
 - **current childcare provision; and,**
 - **socio - economic data and labour marketing patterns, including working hours.**

The assessment must be kept under review and a full assessment should be repeated at least every three years in line with regulations and guidance.

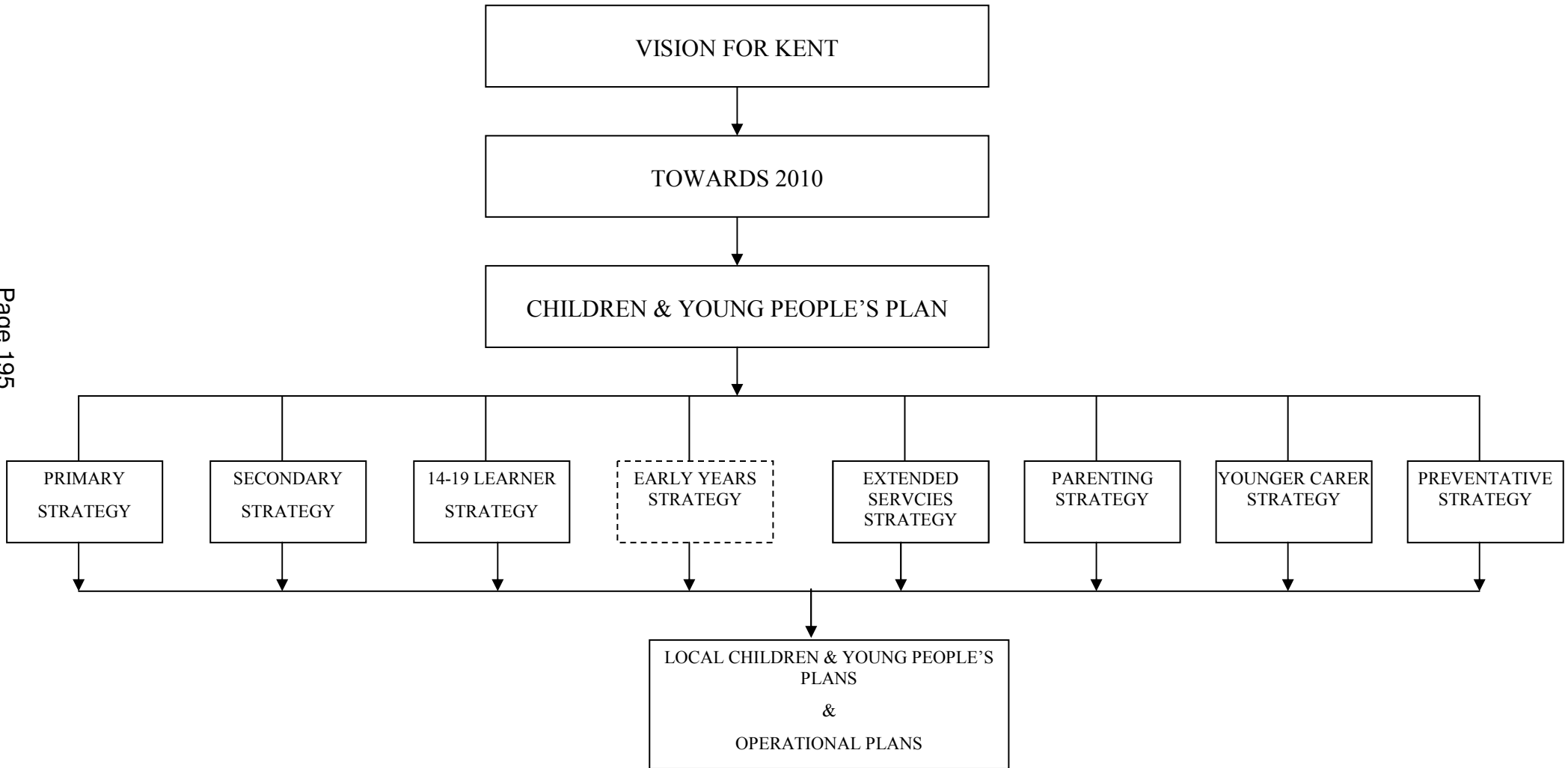
- ii.) **Work with local partners to fill gaps in the market as far as is reasonably practicable, by continuing to shape and support the market using a range of mechanisms such as:**
 - **business and financial planning advice and support and training;**
 - **start up funding (capital and revenue); and,**
 - **other subsidies including sustainability training.**
- iii.) **Provide an information and advice service for parents and prospective parents on the range of support services available to them in caring for children and young people aged up to 20.**

²⁴ This comes into force in April 2007 and authorities are required to complete their first assessment during 2007-08.

A crucial part of the statutory framework is the Government's Statutory Guidance on the Early Years Outcome Duty²⁵. This statutory guidance outlines what local authorities and their partners should do to fulfil their duties under section 1 – 4 of the Childcare Act 2006.

²⁵ Published in autumn 2007.

KEY STRATEGIC PLANS AND STRATEGIES



Background information Pre-school provision in other countries

This appendix sets out differing models and levels of provision in other countries. It includes:

- Some examples of curricular approaches in early years education (this also includes the Leuven Model which is being used in some parts of Kent).
- Age of admission to compulsory schooling.
- Publicly funded provision for 3 – 7 year olds.
- Adult to child ratio for 3 – 6 year olds.
- Qualification levels for staffing.

Curricular approaches used in early education

Practices across western developed countries vary with regard to the existence of local and national curriculum. What is clear that they share common features:

- Most countries used areas of learning to structure the curriculum and argued for a holistic approach.
- There is general agreement on the areas of development to be addressed by the early years curriculum. These are social and emotional, cultural, aesthetic and creative, physical, environmental, language and literacy and numeracy.
- An active play-based curriculum, with children encouraged to be independent learners was almost universal.
- In most of these countries the practitioner was seen as supporting and facilitating children's learning rather than directing or leading it.

The characteristics of Developmentally Appropriate Practice are at the core of the curriculum guidance for early years education in the UK and this practice is promoted across the USA. These characteristics are:

- A balance between children's self-initiated learning and practitioner guidance.
- Opportunities for children to make meaningful choices between activities offered.
- Scope to explore through active involvement.
- A mix of small group, whole group and independent activities.
- Play as a primary (but not the exclusive) medium for learning.
- Adults who demonstrate, question, model, suggest alternatives and prompt reflection.
- Systematic observation of children's learning and behaviour.

Five alternative curricular approaches are explored below and give examples of how common themes in thinking about early years education have been translated into other practices. In particular, these alternative approaches share common features such as a holistic view of learning and the learner, active or experiential learning, respect for children's ability to be self-motivating and, interactions between children and adults seen as being crucial to learning.

i) Experimental Education

The Experimental Education Approach was developed by Laevers and associates, and has become an influential model for early years education in Flanders and the Netherlands. It focuses on the educational process and the experience of children in educational settings, arguing that two key dimensions are necessary for high quality:

- Emotional well being (indicated by being at ease, having self-confidence, acting spontaneously).
- Involvement (measured by the Leuven Involvement Scale, ranging from no activity through involvement at a routine level, to intense involvement with purpose and pleasure).

The Experimental Education model has been adopted by Pascal and Bertram as the basis for the Effective Early Learning project and used widely in England to support the evaluation and development of good quality practice.

In Kent, the Local Authority has developed links with Professor Ferre Laevers of Leuven University, Belgium to use the 'Leuven Model' to improve children's outcomes particularly for children from disadvantaged backgrounds. The Leuven Involvement Scale is a methodology that is used to assess children on the level of their well-being and involvement in relation to learning. Professor Laevers bases his theories on the premise that the most productive learning occurs when we are so involved with something that we lose ourselves in it.

The methodology utilises observations of a child when he or she is in a setting, with the observer looking for a list of signals that are recorded on a five-point scale. These signals range from level one "where a child may seem absent and display no energy, activity is simple, repetitive and passive", to level five "where a child is concentrated, creative, energetic and persistent with intense activity revealing the greatest involvement".

When a child exhibits low levels of well-being and/ or involvement, staff plan interventions to improve the situation. No blame is attributed to the child, with the staff taking responsibility for adjusting the situation in order to enable the child to achieve higher levels of engagement. By using the Leuven scales again staff can judge the efficacy of their interventions. In many cases by putting the ten action points in place higher levels of well being and involvement are achieved. If the child is still exhibiting low levels of well being and/ or involvement the support of other agencies would be sought.

The methodology and processes of this work are similar in conception to that operated by the national strategies in both mainstream and special schools. That is, by staff having the skills, knowledge and understanding to provide:

- quality teaching and learning opportunities – Wave One;
- adjust teaching and learning for identified group needs – Wave Two; and,
- provide individual support and intervention.- Wave Three.

This approach is one which is inclusive of needs but also targeted and specific to individual needs. The project that has been developed in Kent has been targeted at

specific areas with training provided to Local Authority staff and staff in early years settings.

ii) The High/Scope Curriculum (active learning through key experiences)

This curriculum originated in the USA where it was developed by Weikart and colleagues over 40 years ago as part of a targeted early intervention programme that aimed to help disadvantaged children succeed at school and in society. High/Scope is a set of guiding principles and practices that can be adapted across educational settings and age groups. The central tenet of the approach is that children learn best through active experience and following their own interests, rather than through direct teaching. As a child makes choices and play in an environment arranged around specific interest areas they become 'naturally' engaged in what the curriculum developers call 'key experiences'. High/Scope has identified 58 key experiences for child development in the early years arranged in five groups:

- creative representation
- language and literacy
- initiative and social relations
- movement and music
- logical reasoning.

iii) The Reggio Emilia Approach

This curriculum approach originated in northern Italy but has received world-wide attention. It sets out to offer children the opportunity to build thinking relationships between people, ideas and the environment, drawing on expressive, communicative and cognitive languages. The focus is on each child constructing his/her own understanding through reciprocal interactions with others and resources, particularly creative resources. Developing learning competencies is at the heart of the approach and the aim is that through dialogue and communication (spoken language, drawing, constructing models, drama, music etc.) children will develop their capacity to think, build and test theories. Content knowledge is secondary to learning about how to learn, although specific contexts and bodies of knowledge may be the focus of the children's investigations.

iv) Te Whariki

Te Whariki was developed by May and Carr along with a broadly representative development team (including the main Maori early childhood organisation) to become the first national early childhood curriculum in New Zealand. This curriculum adopts a specifically socio-cultural perspective on learning that recognises the different social contexts in which children in New Zealand live and, the social and interactive nature of learning. It seeks to promote bi-culturalism and nurture learning dispositions, working from the Maori principle of 'empowering children to grow'. There are five strands to the curriculum:

- wellbeing
- belonging
- contribution
- communication
- exploration

Te Whariki was adopted by the New Zealand government in 1996.

v) The Swedish Curriculum

The Swedish national curriculum sets goals for early education but aims to maintain play-based, kindergarten traditions. It avoids detailed curricular guidance in favour of local interpretations and decision making about how to achieve the goals set. Nevertheless, settings are responsible for supporting all aspects of child development (along with fostering values). An understanding of children's learning as driven by play and meaning - making has led to a focus on nurturing the child's search for knowledge through play and social interaction with adults and peers, and exploration and creativity, as well as observation, discussion and reflection. Dialogue between adult and child and conscious, independent, purposeful action is at the core of the Swedish curriculum with practitioners expected to make local decisions about how to create the conditions that make this kind of engagement possible.

The five goals are about:

- Norms and values, and developing care and respect, justice and equity.
- Development and learning.
- The influence of the child, through developing the child's ability to express thoughts and feelings and understand and act by democratic principles in co-operative activity and decision-making.
- Pre-school and home relationships.
- Co-operation between pre-school class, school and leisure-time centre.

Age of admission to compulsory schooling

Country	4 years	5 years	6 years	7 years	8 years
Australia		5 (Tasmania)	6 (other states)		
Canada			6	7	
Finland			pre school education starts (voluntary)	7	
France			6		
Germany			6	sometimes	
Hungary		kindergarten compulsory	6		
Ireland			6		
Italy			6		
Netherlands	4				
New Zealand		See note 1	6		
Spain			6		
Sweden			occasionally	7	exceptionally
Switzerland			6	7	
UK England & Wales		5			
UK N Ireland	4				
USA		occasionally	6		

Note 1: Most children start on their fifth birthday.

Hours per week of publicly-funded provision for mainstream children from age 3-7 years

	3-4 years	4-5 years	5-6 years	6-7 years	7-8 years
Australia	2.5-12.5	2.5-30	S	CS	CS
Canada	0	0	30	CS	CS
Finland (MT)	No data but day care is available	No data but day care is available	No data but day care is available	pre school education	CS
France	40	40	40	CS	CS
Germany (MT) Former FRG states	20-30	20-30	20-30	CS	CS
Germany Former DDR states	48	48	48	CS	CS
Hungary	40	40	40 (max teaching 20)	CS	CS
Ireland	0	23	23	CS	CS
Italy	48	48	48	CS	CS
Netherlands	6	CS	CS	CS	CS
New Zealand	30	30	S	CS	CS
Spain (MT)	25	25	25	CS	CS
Sweden (MT)	35	35	35	S15	CS
Switzerland	0	18-22.5	18-22.5	CS	CS
USA (MT)	0	0	0-35	CS	CS
UK England & Wales	12.5	12.5	CS	CS	CS
Northern Ireland	12.5	CS	CS	CS	CS

Key: S - Children admitted to elementary education but not compulsory
 CS – Compulsory admission to elementary education
 MT – Means tested.

Adult/child ratios for 3 to 6 year olds

Country	Adult/child ratio	Additional Assistant
Australia	1:25	✓ in some states
Canada	1:20	
Finland	1:7 for 3-6 year olds 1:4 for children under 3	
France	public provision: >1:26 private settings: 1:8	✓ in some areas
Germany	1:15 to 1:30	✓
Hungary	1:12	✓
Ireland	1:30 max in infant classes wide differences across settings and substantially lower in pre-school	
Italy	1:12	
Hong Kong	Kindergartens: year olds 1:30 for 5 to 6 year olds 1:20 for 4 to 5 year olds 1:15 for 3 to 4	
	<i>recommended 1:15 for all classes from 2003</i> Childcare Centres: year olds 1:14 for 2 to 6	

	Crèches: olds	1:8 for 0 t 2 year	
	Primary (over 6 years)	1:34	
Netherlands	Primary school: 7 year olds	1:8 to 1:23 for 4 to	
	Playgroups:	1:4 to 1:15	✓
New Zealand	<i>no data</i>		
Spain	<i>soon to be 1:20</i>	1:25	
Sweden		1:15 to 1:18	
Switzerland		1:17	
UK England	<i>depends on sector, age of children and qualification of staff</i>	1:8 to 1:30	
UK N Ireland		1:8 to 1:30	
UK Wales		1:8 to 1:30	
USA		1:10 to 1:25	

Early Years Staff Qualifications

Country	Qualification
Australia	Teachers working in facilities administered by education departments have a post-18, 4-year BEd degree in generalist ECEC, either 0-5 years or 0-8 years. Those working in services managed by Family Community Service departments in long day care settings have 3-year degrees, diplomas and associate diplomas
Canada	Only graduate teachers in elementary schools
Finland	The staff day care centres are required to have at least a secondary level degree One in 3 staff must have a post secondary level degree Pre school teachers are required to have a bachelors or master's degree
France	After first degree, competitive examination followed by 1 year's teacher training. Teachers are civil servants in same category as primary teachers in private settings, ratios increase to 1:8 and staff likely to be less qualified
Germany	A state recognised 16+ qualification
Hungary	3-year training for college diploma
Ireland	BEd, 3 or 4 year course for primary school graduates. In the pre-school sector, a wide range of courses and qualifications exists, some lasting a few weeks and some 3-year degrees. There is a little regulation of these qualifications. A training and qualification framework for the ECEC sector is being developed by the Department of Justice, Equality and Law Reform
Italy	In future, early years teachers will be 4-year university graduate
Netherlands	Graduate teachers in primary school; MBO 3-year post-18 for childcare/playgroups
New Zealand	From Jan 2002 all new coordinators in early childhood centres must have Diploma of Teaching. From 2005, all post holders must have D of T. Schools have graduate teachers.
Spain	As primary teachers, 3 years' training
Sweden	3-year university graduate teachers. Assistants receive some training
Switzerland	<i>No Data</i>
UK	Under the umbrella of the Childcare Act 2006, new requirements come into force from September 2008. These are set out in appendix two of the Statutory Framework for the Early Years Foundation Stage (Settings and Standards for Learning, Development and Care for children from birth to five) and show differential arrangements for groupings and organisations. The arrangements cover: <ul style="list-style-type: none"> ▪ Children aged under two in any early years group setting; ▪ Children aged two in any early years group setting. ▪ Children aged three and over in any registered early years provision. ▪ Children aged three and over in independent schools. ▪ Children aged three and over in maintained nursery schools and nursery classes in maintained schools. ▪ Children aged four and over in reception classes in maintained schools ▪ Childminders. The statutory framework can be found at:

Key: ECEC - Early childhood education and care

The following research papers have informed this appendix.

- *Early Years Education: An International Perspective by Tony Bertram and Chris Pascal (July 2002).*
- *Early Childhood Education and Care in Finland by the Ministry of Social Affairs and Health (2004).*
- *Early Years Education: Perspectives for a review of the international literature a publication by the Scottish Government.*

Appendix 5

National Research Papers which have informed this Strategy

It doesn't happen here – the reality of child poverty in the UK – Barnardos 2007

What will it take to end child poverty? Firing on all cylinders – Joseph Rowtree 2006

Unequal Choices: Voices of experience exposing challenges and suggesting solutions to ending child poverty in the UK – a report published by End Child Poverty 2006

Breakdown Britain – Interim Report on the state of the nation – Social Policy Justice Group, on behalf of the Conservative Party 2006

Social mobility, life chances and the early years – Jane Waldfogel from Maintaining Momentum IPPR 2005

Monitoring Poverty and Social Exclusion 2006 by the Rowntree Foundation

Factors influencing social mobility – a report by the Department of Work & Pensions 2007

Sure Start Children's Centres: Finding on Phase 1 – House of Commons Report 2007

Appendix 6

Baseline Information

Early Years Provision in Kent

In Kent there are around 2,600 registrations on the OfSTED Early Years Register²⁶. Childcare and early education provision around the county includes:

- private, voluntary and independent providers of early education and/or early years childcare
- children's centres
- maintained nursery classes/nursery school

²⁶ For care related to children under eight years old.

- maintained schools with reception classes
- childminders, some of whom are accredited to offer early education
- settings offering all year round provision
- holiday schemes.

Take-up of the early education offer

There are around 30,000 three and four year olds in receipt of early education with 90% of 3 year olds and 95% of 4 year olds taking up at least three sessions per week of funded education. However, take-up varies widely across the county. When provision is mapped against estimated numbers of children up to 4 years old, penetration²⁷ ranges from 29% in Tunbridge Wells to 59% in Dartford. This is an aggregated district figure so there are some wards where penetration exceeds 100%. There are, however, a minority of wards where penetration is as low as 0%.

The quality of early years provision

Standards in childcare in Kent from OfSTED inspections for the period April 06 – March 07 showed that 93.8% of settings were satisfactory or better. The national comparison is 96%.

The Early Years Workforce Profile

Our research on the Kent workforce profile²⁸ shows that:

- 91% of leaders are educated to level 3 or above and leaders are more likely to undertake training than other paid staff;
- 68% of paid staff excluding leaders are educated to level 2 or above;
- 70% of staff have undertaken first aid training, 48% of staff have undertaken child protection training and 23% of staff have attended equality and diversity training.
- part time staff make up 31% of the workforce;
- both men and people with disabilities are underrepresented in the workforce;
- 65% of staff are aged 35 or above; and,
- staff who are from ethnic minority groups²⁹ are slightly underrepresented.

Appendix 7

Children's Centres

In the context of the Every Child Matters agenda it is a requirement to provide services for children and families in a more seamless and "joined up" way. Children's Centres are a key part of this way of working for professionals developing children's services. The development of these centres is a key priority for the County Council and the aim is to ensure that all children will have access to a children's centre by 2010. Alongside our partnership working with the early education and childcare

²⁷ The penetration rate is defined as the number of places divided by the number of children multiplied by 100. Where penetration exceeds 100%, this means that there are more places available than there are children and for a penetration rate of 0% there are no childcare places available.

²⁸ From KCC's annual analysis of pre-school (early education and childcare) providers 2005 – 06 and is based on a response rate of 67%.

²⁹ Within the KCC Area about 3.1% classify themselves as non-white (the Kent census 2001).

providers we will be working with the Health Services and Jobcentre Plus so that early childhood services are delivered in an integrated way as part of an overall package of care and services provided through Children's Centres. In Kent the timetable for the development of Children's Centres is as follows:

- Round One (2004-2006): Twenty Centres of which nine were originally Sure Start Local Programmes, reaching at least 39 of the 48 wards in the top 20% most disadvantaged nationally.
- Round Two (2006-2008): An additional 52 Centres, reaching as a minimum the top 30% disadvantaged areas based on (now) Lower Super Output Area data.
- Round Three (2008-2010): A further 30 more centres, leading to a total of up to 102, providing countywide coverage.

Children's centre will offer:

- Integrated early learning and childcare³⁰ (early years provision) for a minimum of 10 hours a day, five days a week, 48 weeks a year; and support for a childminder network³¹;
- drop-in activity sessions for children, such as stay and play sessions;
- family support, including support and advice on parenting, information about services available in the area, access to specialist targeted services and parental outreach;
- child and family health services, such as antenatal and postnatal support, information and guidance on breastfeeding, health and nutrition, smoking cessation support, speech and language therapy and other specialist support;
- links with Jobcentre Plus to encourage and support parents and carers who wish to consider training and employment; and,
- quick and easy access to wider services.

Appendix 8

The Kent Early Years, Childcare and Extended Services Board

The terms of reference of the Kent EYCESB are:

- Developing and sustaining accessible inclusive early education for all 3 and 4 year olds (integrated where appropriate and possible with pre school childcare).
- Developing and sustaining accessible inclusive pre school childcare for children under 5.
- Developing and sustaining accessible inclusive Children's Centres ensuring congruency with resource centres, family centres, other agency centres and the Extended Schools programme.
- In liaison with the extended schools programme, developing and sustaining accessible and inclusive out of school childcare for children and young people aged 3-14 years and up to 16 years for those with special educational needs and/or with a disability and Looked After Children³².

³⁰ Early years provision may be located in or around the centre.

³¹ This provision, as part of the core offer, applies only to the centres in the 30% most disadvantaged areas.

³² Central Government directs that childcare must include children from these groups.

- Developing and sustaining the delivery of, on an accessible and inclusive basis, the extended schools core services, in particular liaison with the development of out of school childcare.
- Having strategic oversight over the development and delivery of Kent's national piloting of Parent Support Advisers³³;
- Developing the early years, childcare and extended schools workforce through the provision of high quality training.
- Co-ordinating the provision of family support / social care and health support for families with children from conception to entry into school.
- The provision of information to parents/carers, settings, schools and all professionals, in line with legislation, government guidance and local initiatives, including contributing to the Kent Resource Directory.
- Monitoring and evaluating improvements in the quality of all provision and services integral to the terms of reference set out above.
- The monitoring of outputs in relation to the terms of reference set out above, and the evaluation of the impact of the Strategy in Kent as a whole

Membership of the Board includes:

- Representatives from Kent County Council (A KCC Member and officers from Children, Families & Education, Communities and Environment and Regeneration)
- The Health Services
- The Learning and Skills Council
- National Childminding Association
- Jobcentre Plus
- Kent Schools (Cluster Chair)
- Pre-school Learning Alliance
- Kent Children's Centres

The four working-groups and their areas of responsibilities are:

Childcare Development and Sustainability Group, responsible for steering the extension of the free entitlement to early learning and care for 3 and 4 year olds to 15 hours, and to make it more flexible and to steer the provision of "sustainable childcare markets"³⁴.

Children's Centres and Extended Services, (in liaison with the steering body for extended services in and around schools), responsible for working with a range of local partners to roll out Children's Centres and support the extended schools programme.

Workforce Development and Quality, responsible for setting clear expectations for children's development at 5 within the framework of the Early Years Foundation Stage, learning what works, particularly in relation to underachieving groups and improving management and leadership through training and development.

Marketing and Information Group, responsible for a detailed childcare sufficiency assessment, taking in the needs of families on low incomes and families with children with disabilities, and, providing parents with the information and advice they need to

³³ This initiative is around supporting families of children of statutory school age.

³⁴ In order that there is sufficient and accessible childcare for children aged 0-14, and up to 16 where a child has a SEN and/or disability and/or is looked after.

make choices for their families. This group will also look at how we communicate with the full range of stakeholders.

Glossary of terms

Children's centre – a place where children under 5 years old and their families can receive seamless holistic integrated services and information.

Children Families and Education – a Directorate (department) of Kent County Council delivering education and welfare (social services) services to children and young people.

Children's Trust – the strategic and operational framework for all agencies to work together to improve the outcomes for children and young people

Children and Young People's Plan (CYPP) – a single overarching plan for all services affecting children and young people in the county

CLL - part of the Early Years Foundation Profile. The assessment scales which fall within Communication, Language and Literacy are Language for Communication and Thinking; Linking Sounds and Letters, Reading and, Writing.

Cluster – a group of Kent schools (Kent is made up of 23 clusters of schools).

Department of Children, Schools and Families - the Government department with responsibility for children's services, families, schools, 14-19 education, and the Respect Taskforce (responsibility for these services was with the former Department for Education and Skills).

Early Years Professional Status – a professional status for graduates working in early years settings.

Every Child Matters – the green paper that later became the Children Act 2004.

Extended Schools – schools who provide a range of services that go beyond the school day.

EYFS – Early Years Foundation Stage

EYFE – Early Years Free Entitlement.

EY SENCO – Early Years Special Educational Needs Co-ordinator

Free entitlement – all three year old children are guaranteed a free early education entitlement, based on the Foundation Stage Curriculum for 38 weeks during each academic year for two years from the 1st January, 1st April or 1st September following their third birthday.

FE and HE – Further and Higher Education Colleges

Jobcentre Plus - provides help and advice on jobs and training for people who can work and financial help for those who cannot.

Kent Children's Information Service - this service provides free, confidential, impartial information and advice to parents, carers and members of the public about early education and childcare services in Kent through the Kent Children's Information Service (CIS). The service has information on all the registered childcare in Kent including early education and early years childcare provision.

Kent County Council (KCC) – the Local Authority which provides a range of services (statutory and non-statutory) to the community of Kent. This includes education and children's social services, which fall under the remit of the Children Families and Education Directorate.

Kent County Council Directory of Early Years Providers – this sets out information on which providers offer free early learning and care for all 3 and 4 year olds. All providers who offer the free entitlement will need to meet set conditions in order that all three and four year old children in Kent have access to a consistently high standard of early education and childcare.

Kent Early Years, Childcare and Extended Services Board – a multi-agency board established to oversee KCC's commitments set out in this strategy.

Key Elements of Effective Practice (KEEP) – guidance by the former Department of Education and Skills (now known as the Department of Children, Schools and Families) on the Primary National Strategy: Curriculum & Standards

Kent Early Support Programme – education and children's social services (these are services from the Children Families and Education Directorate of KCC) working with health services to achieve the best possible outcomes for young children between 0-5 years who have profound, severe or complex needs.

Kent Primary Strategy – Kent County Council's review and agreements made in relation to the way primary schools work.

Kent Quality Mark – an accreditation mark covering all aspects of quality provided in early years settings.

Key Stage 1 - key stage 1 covers children aged 5-7 years old in years 1 and 2 at school.

LDD – Children with learning difficulties and/or disabilities.

Local Authority – a unitary, county, metropolitan or district council which provides statutory (and non statutory) services to the local community. In Kent it is Kent County Council that has responsibility for the provision of early education and childcare.

Looked After Children – children who are in the care of the Local Authority

Lower Super Output Area - Super Output Areas (SOAs) are a geography designed for the collection and publication of small area statistics by the Office for National Statistics. They are made up of three layers: lower, middle and upper.

Maintained Nursery Unit – a school based premises for three year old children who are offered the place for either 5 morning or 5 afternoon sessions (regardless of take up), maintained by the Local Authority.

Next Four Years – the aspirations and targets set by KCC between 2002 – 2006

Non-maintained sector – private, voluntary or independent providers or an accredited childminder, registered by their Local Authority to deliver the free entitlement. The premises of a non-maintained (PVI) provider may be on the site of a maintained school but is wholly independent of the maintained school.

OfSTED – Office for Standards in Education, the regulatory body and inspectorate for children and learners in England.

OfSTED Childcare Register (OCR) - a register of childcare providers. Childcare providers who care for children aged 5 and over will have to be registered on the OCR and those who care for children aged 8 and over will be able to apply to voluntarily to be registered.

Parents and Carers – adults with significant caring responsibilities. This might be, for example, birth mothers and fathers, adoptive parents, foster carers, stepparents, members of the extended family and grandparents.

Portage – a home visiting service to support children with LDD.

PSED – part of the Early Years Foundation Profile. The assessment scales which fall within Personal, Social and Emotional Development are Dispositions and Attitudes, Social Development; and, Emotional Development.

PVI Provider – any private, voluntary, independent provider or accredited childminder. Sometimes referred to as non-maintained providers or the non-maintained sector

SEN – Special Educational Needs.

SENCO – Special Educational Needs Co-ordinator

Setting – any maintained or non-maintained provision that provides early education and childcare.

Special School – provision for children with a severe learning or physical disability maintained by the Local Authority

Statement of Special Educational Need – a statement of special educational needs (SEN) may be issued following a statutory assessment. It details a child's special educational needs and the provision and resources required to meet these needs.

SureStart – the Government programme to deliver the best start in life for every child, bringing together, early education, childcare, health and family support.

Sure Start Unit – the Sure Start Unit is an integral part of the Department of Children, Schools and Families. The Unit works with local authorities, Primary Care Trusts, Jobcentre Plus, local communities and voluntary and private sector organisations.

Towards 2010 – Kent County Council’s aspirations and targets for 2006- 2010.

Vulnerable child – a child who is professionally identified as belonging to a group of children who are disadvantaged. For example, this **might** include:

- children with special educational needs, disabled children and children of disabled parents;
- children from some ethnic minority groups for example those from Gypsy, Roma, traveller heritage, Asylum Seekers and Refugees;
- children affected by domestic violence, temporary accommodation, offending parents and workless households;
- looked after children or those who are cared for by young carers;
- children of teenage parents; and,
- children in disadvantaged areas and those living with families below the poverty line.

Young Carer - a child or young person (under the age of 18) who is carrying out significant caring tasks and assuming a level of responsibility, which would usually be undertaken by an adult. This could be caring for a parent(s) or sibling(s).

Acknowledgements

The following organisations and individuals have contributed to the development of this strategy:

To be completed

Consultation of EY Strategy

Arrangements with Stakeholders

Period of consultation from 14 January to 4 April 2008

In general, most stakeholders will be contacted by letter or e-mail. In some cases consultation will be through specific meetings and bulletins. All Early Years (PVI) providers will be contacted by letter. **The strategy and questionnaire will be posted on the KCC website**

Stakeholders to be involved

Stakeholder	Specific arrangements (where appropriate)
The Kent Children's Trust	January meeting (31 st)
CFE Policy Overview Committee	January meeting (30 th)
The Kent EYCESB	February meeting (15 th)
Health services/professionals	
JobCentre Plus	
PVI providers	3 conferences on 5, 8 and 11 March
Children's Centres	3 conferences on 5, 8 and 11 March
Schools	Primary Forum 4 February & e-bulletin
Partnership with Parents	To be agreed
Parenting networks	Meeting (Malling 21 st January and Swanley 31 st January) and through the Meet the Parents event in January
Church reps	February 25 th
The Race Equality Forum	Meeting - 12 February
Race Equality Council	Consultation web-site to BME groups
Equality staff groups	Meetings (as required)
KCC Officers/Heads of Service	
Other KCC Members	Members' Information Bulletin
Kent SACRE (Multi-faith group)	
Staff Unions	To be agreed



KCC's Draft Strategy for Early Education and Childcare (2008 – 2013)

Questions for stakeholders to complete

PLEASE ANSWER THE FOLLOWING QUESTIONS AND GIVE COMMENTS AS APPROPRIATE.

Question 1:

The draft strategy sets out the overall direction of how it will:

- Support disadvantaged groups
- Improve the quality of provision and support the early education and childcare workforce
- Secure sufficient and accessible early education and childcare
- Work with and support parents
- Facilitate integrated working between services.

Do you agree these are the right areas to include in the strategy?

Yes/No/Not sure

Comments:

Question 2:

The focus of the strategy is to improve the outcomes of all young children in Kent. Do you agree that in order to do this, part of what we do must be is to take a targeted approach (this is summarised on page 7 of the strategy and for completeness is set out below/overleaf)?

Yes/No/Not sure

Comments:

The targeted areas to focus on are:

- Increasing the number of 3 and 4 year olds who are from disadvantaged backgrounds taking up their free entitlement to early education.
- Closing the gap in attainment for PSED and CLL of the Early Years Foundation Stage between those children who are from disadvantaged backgrounds and those children who are not.
- Increasing the percentage of families who are from disadvantaged backgrounds using Children's Centres and that families who are not accessing the centres are visited as part of outreach work.
- Increasing the number of parents from disadvantaged families who are accessing information via the Kent Children's Information Service and that information on funding available for childcare is provided to this group of families.
- Ensuring that there is sufficient and appropriate early education and childcare provision in the most disadvantaged areas of Kent and to specific groups such as teenage mothers.
- Increasing the number of appropriately qualified staff at level two and level three in early years settings, particularly in early years settings in the most disadvantaged areas of Kent.

Question 3:

Chapter 6 (and appendix 8) set out how the Local Authority will be taking the strategy forward. Do you agree this is the right framework for implementation?

Yes/No/Not sure

Comments:

Please use this space if you wish to make any other comments.

Comments:

Finally, please tell us which organisation/interest you represent:

Private, independent or voluntary provider of early education and childcare		School	
PTC/Health professional		Other government agency	
Parent		Community group	
KCC Member		Voluntary organisation	
Local Authority officer		Other (please specify)	

Please return this form by 4 April 2008 to:

Karen Noakes (room 2.70)
Kent County Council (Children, Families and Education)
Sessions House
County Hall
Maidstone
Kent ME14 1XQ

Email: cfepolicy@kent.gov.uk

Fax to: 01622 694186

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By: Richard Murrells, Director of Children's Health Commissioning

To: Children, Families & Education Policy Overview Committee - 30 January 2008

Subject: Joint Strategic Needs Assessment for Children and Young People's Health in Kent

Classification: Unrestricted

Summary: The purpose of this report is to inform Members on work undertaken jointly by KCC and Health on developing a tool Joint Strategic Needs Assessment for Children and Young People's Health in Kent. The document will be used to support planning and commissioning at both county and locality level by the Kent Children's Trust and demonstrates the developing partnership between Health and KCC.

Introduction and background

1. (1) Through the Children Act 2004 (section 10) Health Primary Care Trusts (PCTs) have a duty to co-operate with KCC to improve outcomes for children and young people.

(2) The Joint Strategic Needs Assessment (JSNA) for Children and Young People's Health in Kent is a statutory document which each Health PCT is required to produce to inform health commissioning decisions. This is a new requirement and we understand that this is one of the first JSNA for children and young people produced in the country. It is noteworthy and helpful that agreement between the 2 PCTs has been reached to publish a document for the whole of Kent.

(3) The development of this document was led by Dr Jonathan Sexton, Assistant Director of Public Health Canterbury/Swale, Eastern & Coastal Kent PCT, supported by a team from both Health and from KCC CFE as part of the developing relationship with Health being fostered through the Health Division within CFE and the KCC Public Health Unit.

(4) It has been developed on the premise that improving children and young people's health in Kent is not just the job of Health services, but of all agencies and providers of services for children and young people in Kent.

(5) The Joint Strategic Needs Assessment (JSNA) for Children and Young People's Health in Kent is available on request.

Structure and methodology of the JSNA

2. (1) A Joint Strategic Needs Assessment (JSNA) is the means by which Primary Care Trusts describe the future healthcare and wellbeing needs of local populations and the strategic direction of service delivery to link those needs.

(2) The intention of this Needs Assessment is to provide an analysis of:

- the data to show the health and wellbeing status of children in Kent,
- demonstrate where inequalities exist,
- use the views expressed by Kent children,
- demonstrate evidence of effectiveness of interventions based on research studies,
- use the information to determine the shape, future investment and direction of services.

(3) The conclusions of the JSNA, in the form of recommendations, seek to define achievable improvements in health and wellbeing outcomes for Kent children, send signals to existing and potential providers of services about the scale of change, support the better delivery of health and wellbeing outcomes, inform subsequent stages of commissioning cycles, generally aid better decision making and further advise on the choice of local outcomes and targets. These recommendations will be considered and reviewed by PCTs in partnership with KCC during 2008.

Key Child Public Health issues identified as needing greater attention in the JSNA

3. Dysfunctions either of poor child development opportunities or wider factors that prevent optimal development of children, which include:

- Some of the highest levels of child poverty in Europe (WHO 2007)¹;
- Increasing inequalities in child health;
- Emotional and behavioural problems;
- Obesity;
- Social interaction patterns²;
- Teenage pregnancy – still the highest rates in Europe;
- Accidents both at home or on the road;
- Being a member of a vulnerable group e.g. LAC, teen parents, young offenders, those in need of protection and/or family support, young drug misusers, or a child of drug or alcohol misusing parents, children of asylum seekers;
- Children with one problem are often at greater risk of experiencing others.

Use of the JSNA

4. (1) The JSNA is a useful tool to support the joint planning, commissioning and delivery of services for children and young people in Kent under development through the Kent Children's Trust.

(2) Every Child Matters and the NHS National Service Framework for Children are primarily concerned with standards of care in order that children's services are fit for purpose. This Strategic Needs Assessment will be used to identify

¹ NB Poverty is relative, not an absolute

² E.g. social interaction patterns may affect, for example a pupils' attitude to learning and thus his/her ability to learn, or may impede a parent in asking for help appropriately and thus getting the help they need for their child.

issues requiring future investment grounded upon the identification of local issues. It should also identify other change issues necessary to advance improvements in the health and welfare of children and young people. For this reason there are obvious cross links from this Needs Assessment to the Children and Young Person’s Plan.

(3) Whilst the prime audience for the Needs Assessment is the multi-agency Kent Children’s Trust, wherever possible the data is broken down to district level. Thus emerging Local Children’s Trust Arrangements can use the data in the document together with its commentary to highlight local issues reflected in the relative position of each locality to the county as a whole and to make regional and England comparisons. KCC analysts are also developing a report card for each district, which will use the data stated here, summarised for focused local use.

Implications

5. (1)	Budget/Financial Impact	None
(2)	Equality And Diversity	This document highlights and makes recommendations about tackling inequalities in children and young people’s health across Kent.
(3)	Customer Service and Delivery	Use of this document to guide commissioning decisions will help improve the cost effectiveness of some services to children and young people.
(4)	Towards Targets.	2010 This document supports delivery of a number of T2010 targets

Recommendation

6. Members of the Children, Families and Education Policy Overview Committee are asked to:-

(a) **note** the JSNA and to **endorse** its use as a tool to support the development of the Kent Children’s Trust, and the commissioning of locality based children’s services.

Jill Wiles
 Policy Officer
 01622 694121
jill.wiles@kent.gov.uk

Background Documents:
 None

Other Useful Information:
 Other general background information and documents are available on the Children’s Trust WebPages: <http://www.clusterweb.org.uk/children/childrenstrust>

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KENT COUNTY COUNCIL

CHILDREN'S CHAMPIONS BOARD

MINUTES of a meeting of the Children's Champions Board held at Sessions House, County Hall, Maidstone, on Wednesday 5 December 2007.

PRESENT: Mrs A D Allen (Chairman), Mr M J Vye (Vice - Chairman), Mrs V J Dagger, Mr D A Hirst, Mr I T N Jones, Mrs M Newell, Dr T R Robinson and Mr J D Simmonds.

IN ATTENDANCE: Mr P Brightwell, Policy and Performance Manager (Looked After Children/Leaving Care), CFE; Mr J Mitchell, Joint Commissioning Officer, CFE; Mrs J Doherty, Policy Manager, Central Policy Unit, CED; and Miss T A Grayell, Democratic Services Officer.

UNRESTRICTED ITEMS

18. Minutes

(Items A3 (a) and (b))

RESOLVED that the Minutes of the meeting held on 26 September 2007 are correctly recorded and they be signed by the Chairman. There were no matters arising.

The Minutes of the meeting held on 23 May 2007 are already approved and signed and are included for reference only.

19. Dates of Future Meetings

(Item A4)

- (1) The Board noted the dates reserved for its meetings on 2008, as follows:-

Wednesday, 12 March 2008 (Child Protection)

Wednesday, 21 May 2008 (Looked After Children)

Wednesday, 24 September 2008 (Child Protection)

Wednesday, 3 December 2008 (Looked After Children)

- (2) These meetings will all start at 2.00 pm at County Hall.

20. Chairman's Announcements

(Item A5)

(1) The Chairman reported and welcomed the news that Beverley Hughes MP, the Minister for Children and Young People, had made an announcement on reducing the placement of young people outside their home area, a move for which the Board had lobbied.

(2) The Chairman and Democratic Services Officer reported the receipt of enquiries and compliments from other councils on the forward-looking way in which Kent had established its Children's Champions Board four years ago, and on the work it had undertaken since. Other councils admired Kent's pioneering approach and were now starting to look at establishing similar boards. This was a great tribute to the work that Members and officers

had put into the Board. The Democratic Services Officer would send the enquirers copies of the Board's past Minutes and reports to illustrate its work.

(3) There followed a brief discussion on how the Board could spread the message about its work to other County Council Members. For example, the Board had tried to encourage the Children, Families and Education Policy Overview Committee to show the presentation it had seen on child pornography. Although this issue had since been taken forward and was being addressed in other ways, it remained an area of concern for the Board and would continue to be monitored.

21. Presentation – Summary of Kent Safeguarding Children Board Annual Report 2006/07

(Presentation by Ms P Davies, Manager, Kent Safeguarding Children Board)

(The slides used in this presentation are attached to these Minutes at Appendix 1)

(1) Ms Davies presented a series of slides which set out the background, development and structure of the Kent Safeguarding Children Board (KSCB) and its progress since its establishment. She answered a number of questions from Members. Points arising from the presentation and in response to questions, were as follows:-

- (a) The KSCB had a broader remit and more statutory responsibilities and powers than the former Kent Child Protection Committee;
- (b) staff hosted by the County Council but seconded to work with the KSCB were accountable to the Board rather than to the Council;
- (c) the relationship of the KSCB to the Children's Trust Board would become clearer as the Children's Trust is developed. The two Boards may have some common membership;
- (d) Members were concerned that the Child Protection ("at risk") Register would cease to exist from April 2008, but were assured that, although the register itself would no longer exist, every child considered to be at risk would have a Child Protection Plan. The County Council had no choice about discontinuing the register – it was a Government directive.
- (e) Members were concerned that the broader remit and responsibilities of the KSCB may lead to resources being spread too thinly;
- (f) some agencies who were partners on the KSCB did not currently contribute any resources to its operation. The County Council could press those who did not currently contribute to do so; and
- (g) the KSCB would shortly be producing a three year plan and this would be shared with the Children's Champions Board.

(2) RESOLVED that:-

- (a) the content of the presentation, and the information given in response to questions, be noted, with thanks;
- (b) the KSCB's three year plan be reported to the Children's Champions Board, along with regular updates on the KSCB's work; and

- (c) the County Council press the KSCB's partner agencies who do not currently contribute resources to do so.

22. Education Provision for Unaccompanied Asylum Seeking Young People

(Item B1 – Report by Director, Commissioning (Specialist Services))

(Ms J Robson, Head of Language and Traveller Achievement Service, Minority Communities Achievement Service, and Ms K Goodman, Head of Operations, Service for Unaccompanied Asylum Seeking Children, were in attendance for this item)

(1) Ms Robson and Ms Goodman presented the report and highlighted the key challenges facing Unaccompanied Asylum Seeking Children and Young People (UASCYP). Points arising from the presentation, and in response to questions from Members, were as follows:-

- (a) Kent has a particularly high percentage of UASCYP who are not in education, employment or training (NEET) – 30% compared to the national average of 8%. However, Kent had a good record of the number of UASCYP gaining admission to university;
- (b) 45% of this year's arrivals had received two years or less of formal education in their home country;
- (c) it was vital that UASCYP are kept engaged and found useful occupation to help them achieve some stability and recover from the emotional trauma of leaving their home country;
- (d) services for UASCYP were currently underfunded by approximately £4m per annum, and the County Council was lobbying Central Government to address this. This underfunding related only to the Social Services aspects of providing service – the education aspects of the service were funded separately;
- (e) addressing the needs of UASCYP for appropriate training to gain employment was a complex challenge, and the County Council was working with Colleges of Further Education, the Learning and Skills Council, Key Training Services and others to reduce the percentage of those who were NEET. Vocational training was known to be more successful if good competence in the English language was gained first, or at least was developed alongside vocational training. Training in the English language alone has been proven to be insufficient to engage young people as college-based academic courses do not suit all;
- (f) the high percentage of NEET could lead to a high percentage of unemployed young people and the danger of them becoming dependent on a benefits culture.

(2) RESOLVED that:-

- (a) the information given in the report, and in response to questions, be noted, with thanks;
- (b) the work being undertaken, in partnership with the Learning and Skills Council, Colleges of Further Education, Key Training Services and other partners, to address the training issue, be acknowledged; and
- (c) a further update be made to the Children's Champions Board in six months' time.

23. Kent's Pledge for Children and Young People in Care

(Item B2– Report by Managing Director, CFE)

(1) Mr Brightwell introduced the report and set out the work undertaken in drafting the Pledge and the consultation with young people which had been included. He explained that the Pledge had two parts – relating to Kent's own children, and children and young people placed within Kent by other local authorities.

(2) The Pledge would be expensive – costing £2.4m - £2.5m per annum to implement – but approximately £2m of this is expected to come from the Government under the “Care Matters” implementation grant, with the remaining £.5m already identified by the Children, Families and Education Directorate.

(3) Members praised the report and the volume and clarity of information it gave against each element of the Pledge - in particular, the financial implications of each. This was a good model which could be followed when presenting other issues.

(4) Members noted that the Pledge contained issues which the Board had put forward and/or worked on some time ago, and were pleased to see their influence coming to fruition in this way.

(5) Mr Brightwell and Mr Mitchell explained that the benefits of the Pledge enjoyed by children and young people in care could be monitored by regular six monthly reviews, carried out throughout the period of care and beyond, up to the age of 21. Finance had been put in place for the mentoring scheme to be continued.

(6) The Pledge would be produced in a range of languages as well as formats suitable for those with learning difficulties and sensory impairments.

(7) RESOLVED that the content of the report be noted, and Members' appreciation of the layout and clarity of the Pledge be conveyed to all the staff who had worked on it.

24. Proposals for a Corporate Parenting Workshop

(Item B3 – Report by Director, Strategy Policy and Performance, and Director, Commissioning (Specialist Services))

(1) Mr Brightwell and Mr Mitchell introduced the report and proposed two events in the New Year to build on the success of previous events held by the Board.

(a) Firstly, another meeting with young people leaving care, like the one held in October 2005. To avoid asking young people to miss school or college to attend, this would need to be in an evening and the aim was achieve the meeting in January 2008.

(b) Secondly, another Corporate Parenting event, to which all Members of the County Council would be invited. This would update Members on developments in the role since the last event in September 2006 and could make use of new training materials being produced by the National Children's Bureau in the new year.

(2) Members welcomed the proposals and agreed that such events were vital in allowing Members to meet young people in an informal setting and hear at first hand their experiences, views and concerns as a way of developing Members' role as corporate parents.

(3) RESOLVED that the proposals be welcomed and work continue on finding a date for the meeting with care leavers in January 2008 and the Corporate Parenting event in Spring 2008.

25 Updating the Board's Terms of Reference

(1) The Chairman reported that the idea of amending the Board's Terms of Reference, to reflect the development of Children's Trusts, had recently been raised. Once the Children's Trusts were more developed and the Board's relationship with them had become clearer, the Board would need to discuss at a future meeting what changes it wished to make to its Terms of Reference, and have the benefit of appropriate officer advice on how this could be undertaken.

(2) RESOLVED that the issue be revisited at future meetings.

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By: Overview, Scrutiny and Localism Manager

To: Children, Families and Education Policy Overview Committee
30 January 2008

Subject: **SELECT COMMITTEES - UPDATE**

Classification: Unrestricted

Summary: This report updates Members on the Select Committee Topic Review programme

Select Committee: PSHE (Physical, Social and Health Education)

1. This Select Committee will be reconvened in April 2008 to receive a report on progress with the recommendations one year after the report was submitted to Cabinet. The Minutes of this meeting will be submitted to the Policy Overview Committee.

Select Committee Topic Review Programme

2. (1) The Policy Overview Co-ordinating Committee (POCC) met on 5 November 2007 to consider the Select Committee Topic Review Programme. The POCC agreed that a topic review on "Accessing Democracy (which would come under the remit of the Corporate Policy Overview Committee) will start its work shortly.

(2) The POCC also agreed that, when resources become available, a Select Committee looking at some of issues around Vulnerable Children (which would fall with the remit of this Policy Overview Committee) would be established. It is anticipated that resources will be available to start the next topic review with in the next couple of months.

(3) At the next POCC meeting on 14 February 2008 consideration will be give to future Select Committee Topic Reviews and suggestions for Topics are welcomed.

Recommendations

3. It is recommended that:-
- (1) the plans to monitor the recommendations of the PSHE Select Committee recommendations be noted
 - (2) the proposed establishment of a Select Committee on Vulnerable Children be noted.

Denise Fitch
01622 694269
denise.fitch@kent.gov.uk

Background Information: *Nil*