



AGENDA

CHILDREN, FAMILIES AND EDUCATION POLICY OVERVIEW COMMITTEE

Thursday, 5 July 2007 at 10.00 am
Council Chamber, Sessions House,
County Hall, Maidstone

Ask for: Denise Fitch
Telephone: 01622 694269

Tea/coffee will be available before the meeting

Membership

Conservative (11):	Mr W A Hayton (Chairman), Mr A D Crowther, Mr C Hibberd, Mr M J Northey, Mr R Tolputt and Ms B J Simpson	Mr R B Burgess, Mr M C Dance, Mr C J Law,
Labour (4):	Mrs C Angell, Mr C Hart, Mr W V Newman, DL	Mr I T N Jones, DL and
Liberal Democrat (1):	Mr M J Vye	
Church Representatives:	The Reverend Canon J L Smith and Dr D Wadman	
Parent Governor:	Mr P Hawthorne	
Teacher Advisers:	Mr T Desmoyers-Davies, Mrs J Huckstep, Mr R Straker, Mr S Thompson and Mr P Vokes	Ms R Olivier,

UNRESTRICTED ITEMS

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

Item No

A. Committee Business

A1	Membership	10:10 - 10:10
A2	Substitutes	
A3	Election of Vice Chairman	
A4	Minutes of the meeting held on 19 April 2007 (Pages 1 - 6)	
A5	Declarations of Interest	
A6	Minutes of the meeting of the Children's Champion Board held on 23 May 2007 (Pages 7 - 16)	

B. ITEMS FOR CONSIDERATION

B1	Director's Update (oral report)	10:10 - 10:40
B2	Annual Plan 2007/08 (Pages 17 - 18)	10:40 - 11:00
B3	Children, Families And Education Annual Review 2006-7 (Pages 19 - 20)	11:00 - 11:20
B4	CPA Corporate Assessment (Pages 21 - 30)	11:40 - noon
B5	Kent Children's Trust Parent Support Strategy (Pages 31 - 34)	Noon - 12:45
B6	Publications of information on meeting Special Educational Needs at all stages of the SEN Code of Practice (Pages 35 - 156)	1:30 -2:00
B7	Equality Strategy (Pages 157 - 218)	2:00 - 2:30
B8	Department For Education and Skills 14 -19 Gateway Process (Pages 219 - 224)	2:30 - 2:50
B9	Report to Policy Overview Committee regarding consultation (Pages 225 - 244)	2:50 - 3:00
B10	CFE Annual Complaints and Representation Report 2007 (Pages 245 - 256)	3:15 - 3:30
B11	Children, Families and Education Directorate Risk Register (Pages 257 - 264)	3:30 - 3:45

C. SELECT COMMITTEE WORK

C1	Select Committees - update (Pages 265 - 284)	3:45 - 3:55
----	--	-------------

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)

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

Wednesday, 27 June 2007

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 AND EDUCATION POLICY OVERVIEW
COMMITTEE**

MINUTES of a meeting of the Children, Families and Education Policy Overview Committee held at the Marlowe Academy, Ramsgate on Thursday, 19 April 2007

PRESENT: Mr W A Hayton (Chairman), Ms C J Cribbon (Vice-Chairman), Mr R B Burgess, Miss S Carey (substitute for Ms B Simpson), Mr A D Crowther, Mr J Curwood, Mr M C Dance, Ms A Harrison (substitute for Mr W Newman), Mr C Hibberd, Mr G A Horne, Mr I T N Jones, Mr C J Law, Mr M J Northey, Mr R Tolputt, Mr R Truelove and Mr M J Vye

CHURCH REPRESENTATIVES: Mr R Bristow and Mr S Parr (substitute for Dr D A Wadman).

TEACHER ADVISERS: Mr T Desmoyers-Davis, Mrs J Huckstep, Ms R Olivier and Mr P Vokes.

APOLOGIES: The Rev J L Smith and Mr R Straker.

OBSERVERS: Dr T R Robinson (Cabinet Member for Children and Family Services), Mr L Ridings (Lead Member for Education and School Improvement), Mrs A Allen (Lead Member for Education and School Improvement and Chairman of the Children's Champions Board).

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

UNRESTRICTED ITEMS

39. Mrs M E Featherstone

(1) The Chairman announced the death on 18 April 2007 of Mrs M E Featherstone, County Councillor for Maidstone North East.

(2) The Committee stood in silence as a mark of respect.

40. Minutes
(Item A2)

RESOLVED that the Minutes of the meeting held on 6 February 2007 are correctly recorded and that they be signed by the Chairman.

41. Minutes of the meeting of the Children's Champions Board
(Item A3)

(1) Mrs Allen presented the Minutes of the Children's Champions Board to the Committee and mentioned the sad loss of Mrs Featherstone who was Vice-Chairman of the Children's Champions Board.

(2) Mrs Allen drew attention to the presentation that the Children's Champions Board had received on E-Safety which had highlighted a number of very important issues. In relation to the issue of E-Safety, Mrs Olivier mentioned that she had been asked to join a Home Office Working Group on E-Safety. It was agreed that she could share the work that had been done on E-Safety in Kent with the Working Group.

RESOLVED that:-

- (a) the Minutes of the Meeting of the Children's Champions Board held on 14 March 2007 be noted;
- (b) an item on E-Safety be considered at a future meeting of the Policy Overview Committee.

42. Director's Update
(Item B1)

(1) Mr Badman gave a presentation which included:-

- an overview of child well being in rich countries (UNICEF 2007);
- the independent study into school leadership (DfES and PWC);
- effective school leadership.

(2) Mr Badman answered questions from Members on this presentation.

(3) RESOLVED that the oral update be noted.

43. The Value Money Review of School Clusters

(Item B2 – Dr I Craig, Director of Operations and Mrs Molly Norley, Directors Senior Project Manager were present for this item)

(1) Dr Craig presented a report which provided Members with the outcomes of the Value for Money Review of School Clusters. He pointed out the Value for Money Review report did not come from the Children's Families and Education Directorate but had been produced by Internal Audit in consultation with the External Auditors. This was the first of a series of Value for Money reports covering areas across the County Council. The report looked at Value for Money and risk in relation to the school clusters and circulated with the report was the Executive Summary by Internal Audit, their recommendations and the Directorate's responses to them.

(2) Officers then answer questions from Members on the Value for Money Review of School Clusters document.

(3) These questions included the way in which the clusters engaged with Local Members, and included the suggestion that Members could be invited as observers to their local Cluster Board meetings, in order to assist Members in championing their local cluster.

(4) RESOLVED that:-

- a) the outcomes of the Best Value Review of School Clusters, the action plan and the response from the Children, Families and Education Directorate be noted;
- b) the comments made by Members be noted;
- c) Internal Audit be informed that concern was expressed that non executive Members had not been involved in this process.
- d) consideration be given to inviting some Local Education Officers and Cluster Chairmen to attend a future meeting of this Committee to discuss Cluster arrangements and best practise.

44. DfES Consultation on Schools, Early Years and 14-16 Funding Proposals

(Item B3)

(Mr K Abbott, Director, Finance and Corporate Services, was present for this item)

(1) Mr Abbott submitted a report which updated Members on the recently published DfES consultation document on Schools, Early Years and 14-16 Funding.

(2) Comments and questions from Members were invited.

(3) RESOLVED that:-

- a) the latest proposals of the DfES in relation to funding to schools, early years and 14-16 be noted
- b) That the following comments by Members on the way forward be noted:-
 - General concerns were expressed in relation to the “claw back” of school reserves – it was felt that this proposal was a heavy handed way of dealing with this issue – it had the potential to be unfair on schools trying to save reserves for a specific purpose across financial years. A view was expressed that Headteachers/Governing Bodies should be trusted with their budgets.
 - The issue of splitting 14-16 from 16-19 year olds for funding purposes.
 - Members were pleased to see that some Children’s services under Every Child Matters were included within these proposals, but that this should not be to the detriment of school funding.

- Concern was expressed about the new proposals for the national distribution of DSG which may disadvantage Kent.

45. The Kent SACRE Annual Report (2005-2006)

(Item B4)

(Mr A Foster, Lead Curriculum Advisor and Ms Pamela Draycott, Cross Phase Advisor, RE and Citizenship were present for this item)

(1) Mr Foster presented a paper on the Annual Report 2005-2006 on the work of Kent Standing Advisory Council for Religious Education which informed Members of key developments in the field of religious education and collective worship, including the revised Kent Agreed Syllabus for Religious Education.

(2) Mr Foster and the working group from the Kent SACRE were thanked for their work to produce the "Kent Agreed Syllabus for Religious Education".

(3) RESOLVED that the following be noted:-

- the Kent SACRE Annual Report 2005-2006.
- the Kent SACRE Development Plan for 2005-07.
- the development of the new Agreed Syllabus for Religious Education.

46. Kent Local Authority Accessibility Strategy 2007-2010

(Item B5)

(Mr C Feltham, Head of Additional Educational Needs and Resources was present for this item)

(1) Mr Feltham presented a report which gave an overview of the Local Authority Accessibility Strategy 2007-2010 as required by Section 28D of the Disability Discrimination Act 1995, the SEN Code of Practice as it related to the Disability Discrimination Act 2005. Members comments were requested.

(2) RESOLVED that:-

- a) That the development of the Strategy (as set out in appendix 2 to the report) be endorsed by the Policy Overview Committee prior to its submission to Cabinet for approval;
- b) That the following comments on the draft Accessibility Strategy be noted:-
 - the importance of accessibility to schools from the wider area ie dropped kerbs etc should be raised with the Highways Unit possibly via the Highways Advisory Board.
 - It should be made clear that young people did not need to access all of the school building in order to access the curriculum and it was important that they were not be taught separately from their peers.

47. Equalities and diversity across CFE and links with directorate and corporate priorities and the role of Race Equality Forum

(Item B6)

(Mr B Anderson, Director Children's Social Services and Ms J Ruddock, Policy and Statutory Compliance Office, were present for this item)

(1) Ms Ruddock presented a report on key developments which would ensure that the Directorate remained compliant with current and future legislative requirements and outlined the work of the Directorate's Equality and Diversity Strategy Group and the Race Equality Forum in CFE.

(2) Mr Vye, the Chairman of the Race Equality Forum gave an overview of the work of the Forum.

(3) Members asked a number of questions and requested that there should be an agreed mechanism to report back about equality and diversity in Children's, Families and Education on a regular basis.

(4) RESOLVED that the following be noted:-

- Work on the following strategies and frameworks to ensure the Directorate's compliance with current and future legislative requirements:-
 - Actions that contribute to KCC achieving level 5 of the Equality Standard for Local Government – including undertaking impact assessments
 - Directorate Equality and Diversity Group
 - Race Equality Forum
 - Conducting Impact Assessments
 - Contributing to KCC's Equality Strategy and Action plan
- The work of the Directorate's Equality and Diversity Strategy Group responsible for the monitoring the implementation of equality and diversity in policies and practices across CFE.
- The role of Race Equality Forum in contributing to the delivery of equality in schools and services within the Directorate.

48. Select Committee Update

(Item C1)

(1) The Committee received a report which updated them on the work of the PSHE/Children's Health Select Committee which had submitted its report to Cabinet on 16 April 2007. Ms Cribbon, Chair of the Select Committee presented the report and stated that the Select Committee had worked cross party and all Members had had their eyes opened about this subject. The work of the Select Committee would not have been possible without the support from their very able officers. The Select Committee report would be considered at County Council on 24 July 2007.

(2) The Committee were also updated on the current Select Committee Work Programme for Spring 2007 to Autumn 2007 as agreed by the Policy Overview Co-ordinating Committee and were informed that Consideration would be given to including

items for Autumn 2007 to Spring 2008 at the meeting of the Policy Overview Co-ordinating Committee in June 2007.

(3) RESOLVED that:-

- (a) the approval of the Select Committee report on PSHE/Children's Health on behalf of the Policy Overview Committee, by the Chairman, Vice-Chairman and Liberal Democrat Spokesman be endorsed.
- (b) the update on the Select Committee Topic Review Work Programme be noted.

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, 23 May 2007.

PRESENT: Mrs A D Allen (Chairman), Mr M C Dance, Mrs M Newell and Mr M J Northey (substitute for Mrs V J Dagger).

OTHER MEMBER PRESENT: Dr T R Robinson (Cabinet Member for Children and Family Services)

IN ATTENDANCE: Mr P Brightwell, Policy and Performance Manager (Looked After Children), CFE, Mr J Mitchell, Joint Commissioning Officer, CFE, and Miss T A Grayell, Democratic Services Officer.

UNRESTRICTED ITEMS

6. Membership
(Additional Item)

The Democratic Services Officer announced that, since setting the agenda for this meeting, Mr M J Vye had joined the Board to fill the vacancy left by Mrs M E Featherstone. As this announcement had only very recently been made, the issue of the Vice Chairmanship of the Board had yet to be resolved.

7. Minutes
(Item A2 (a) and (b))

(1) RESOLVED that the Minutes of the meeting held on 14 March 2007 are correctly recorded and that they be signed by the Chairman. The Minutes of the meeting held on 7 December 2006 are already approved and signed, and are included for reference only.

(2) There were no matters arising from the Minutes of 14 March 2007.

8. Chairman's Announcements
(Item A3)

Margaret Featherstone

Members expressed sadness at the great gap left by Margaret's death and the loss of her expertise to the work of the Board. It was agreed that a letter of condolence be sent to Margaret's family.

Press Release - Out of Area Placements

The Chairman reported a press release from 22 May about children in care being placed out of their home area. This had been issued following a visit to Kent by the Minister for Children, Young People and Families, Beverley Hughes MP, who had pledged her support to reducing the number of out of area placements. Discussion of this issue gave rise to

Members' concern about the funding of Foster Care placements, and Members asked to have a comparison of Kent's and national Foster Care rates paid to Foster Parents, and other payments available (for example, for special skills).

New start time for Board Meetings – 2.00 pm

Members decided that, as Board meetings no longer followed on from other morning meetings, as had been the case when the Board was first established, meetings could now start earlier. Accordingly, the start time of the Board meetings from September 2007 onwards would move forward to 2.00 pm.

9. Improving the Educational Achievement of Looked After Children *(Item B1 - Report by Director Commissioning Specialist Services)*

(1) Mr Mitchell introduced the report, which outlined work by the County Council and its partners to improve the educational achievement of children and young people in care. He highlighted the varying patterns of achievement across England which had been identified, and the reasons for these, where these had been possible to identify, and explained that national statistics from the DfES would add to this picture when these became available in the near future.

(2) Arising from the information in the report, and from Members' discussion of it, the following points were raised:-

- (a) The spread of LAC between schools in Kent was becoming more even, although there were still more in East Kent than in West.
- (b) Performance indicators which measured absence from school did not distinguish between authorised and unauthorised absences, and include absences which were not the fault of the child, for example when the child was awaiting a placement in school. The new Schools Admissions Code will help with this as it would empower local authorities to accommodate LAC in an appropriate school part way through the year, even if that school was officially full.
- (c) The average length of stay in care was now 47½ months, so children and young people were spending more of their school careers in care. If a child were to have a short term placement and then move, the authority would try as far as possible to keep them at the same school. Stability at school became even more important when their home life was disrupted and transient.
- (d) Many children and young people known to Social Services but not in care were also known to experience problems with achieving well at school. Being a LAC is not necessarily the reason for poor school performance as many already were performing badly when they became looked after, for example, due to an unsettled family situation. While concerned with raising standards for all children and young people, the County Council had a specific duty to promote the achievement of children who did become looked after.
- (e) Although the total number of LAC in Kent had reduced in recent years, those in care were more vulnerable than before.

- (f) The advent of the Freedom Pass, giving free travel to school for all young people under 16, would help children and young people access their chosen school and maintain a good attendance habit. In addition, the Care Matters green paper included a proposal to provide free home to school transport for looked after children.
- (g) The lack of settled family life need not necessarily mean a child or young person would perform poorly at school. Many unaccompanied minors do very well at school, as evidenced in local and national media in recent years.

(3) RESOLVED that the thorough report and information given in response to questions be noted, with thanks.

10. Children's Trusts Update

(Item B2 - Presentation by Joy Ackroyd, Trust Development Manager)

(The slides used in this presentation are attached to these Minutes as Appendix 1)

(1) Ms Ackroyd updated Members on the ongoing development of Children's Trusts. Arising from her presentation, and in response to questions put by Members, the following points were raised:-

- (a) The establishment of Children's Trusts offered a good opportunity to address historic problems and identify ways to change.
- (b) Although Kent was not one of the 34 local authorities in the official pilot, there was still much good work going on in partnership initiatives and innovation with three local pilot pathfinder projects in Maidstone, Shepway and Tunbridge Wells. Pathfinder clusters were based on school clusters.
- (c) Progress on Children's Trusts had identified the need for strong local arrangements to underpin work at County level and the need to ensure that all necessary partners were engaged.
- (d) Much of the work related to pilot schemes was already going on around the County and data from existing activities was useful to feed into and inform the new initiatives. The new arrangements offered the opportunity to pull together existing work.
- (e) The new arrangements were undeniably complex but the gains from them could be huge.
- (f) Members' involvement in the development of Children's Trusts was vital and Members could be involved in a number of ways, including via Local Boards.
- (g) The involvement of parents and young people was also vital and this was a key theme to be addressed as the Children's Trusts arrangements moved forward.
- (h) The pilot pathfinder projects were making use of/would make use of the 'Mosaic' system of data analysis.
- (i) Work of the Children's Trusts related to that of the Children's Champions Board in that, although Children's Trusts were for all young people, those who would most benefit from them were those most vulnerable who needed the most support to lead good quality lives.

- (2) RESOLVED that:-
- (a) the content of the presentation and information given in response to questions be noted, with thanks; and
 - (b) a further update report be made to the Board in Autumn 2007, by when the evaluation of the pilot pathfinder projects will be available.

11. Corporate Parenting Update

(Item B3 - Joint Report by Directors of Children's Social Services and Strategy, Policy and Performance)

- (1) Mr Brightwell introduced the report and highlighted a few key points, as follows:-
- (a) Kent had been successful in reducing the number of LAC and increasing the number of adoptions to one of the highest rates in the UK. However, those children which remained in care were the hardest to place.
 - (b) The average length of time children spent in care in Kent had increased from just over 36 months in March 1999 to 47½ months in March 2006.
 - (c) The longer a child remained in the care of the County Council, the wider the range of services he or she would need to access and become involved in. This presented a challenge for service providers but also an opportunity to influence the child's life for the better over a longer period of time.
- (2) RESOLVED that:-
- (a) information in the report and its appendices and given in response to questions be noted, with thanks;
 - (b) Kent's success in reducing the number of Looked After Children and increasing the number of adoptions to one of the highest rates in the UK be commended;
 - (c) KCC's guidance for Members on corporate parenting be updated following the publication of "Care Matters: Next Steps" (White Paper) and the publication of the NCB Corporate Parenting Materials; and
 - (d) a further workshop for Members take place in 2008 to raise awareness of the new changes.



Kent Children's Trust Arrangements

Joy Ackroyd
Trust Development Manager



Conditions for Change

National Policy Context

- Every Child Matters: Green Paper & The Next Steps - *outcomes for children*
- Children's Act 2004 - *duty to co-operate*
- National Service Framework for Children and Maternity Services - *joint commissioning*
- Care Matters - *Looked After Children*
- Choosing Health

Provide the conditions for a step change in improving outcomes for children, young people and their families.

Kent Children's Trust Board



Established September 2006

KCC Partners



Kent Children's Trust

Kent Children's Trust:

Developing the CYPP as the strategic commissioning plan to improve outcomes for Children and Young People.

Local Children's Trust Pathfinders

Local Children's Trust Pathfinders:

A strategic multi agency partnership to jointly plan and commission local services and ensure integrated service delivery.

Partners for Change

Local Children's Trust Pathfinders



Shepway Urban & Rural, Maidstone 2 and
Tunbridge Wells

All pathfinders are asked to:

- Establish a LCT Pathfinder board
- Develop a shared understanding of context and priorities
- Agree a local CYPP
- Evaluate and share their experience

Partners for Change

How local should an LCT be?



Some of the issues:

- neighbourhood change
- complex data sets and resources
- GP practice based commissioners
- engage schools and children's centres
- work with local Voluntary and Community Services

NB. We are pathfinding. Final decisions about size have not been made.



What does the LCT Pathfinder Board look like?

C
O
R
E

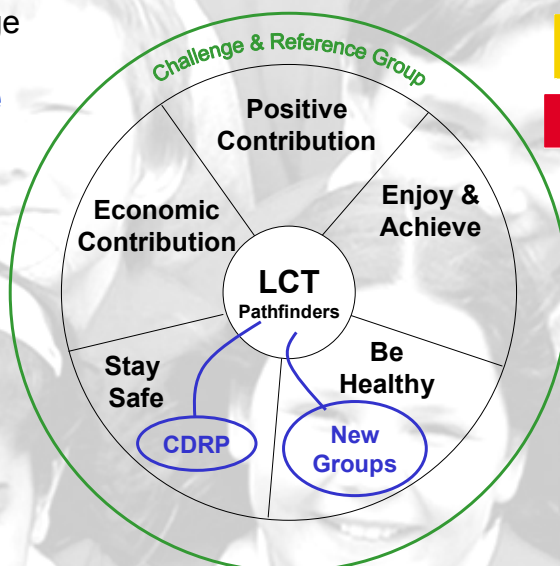
- Education - *'Largest Social Footprint'*
- Children's Social Services
- Health
- Police
- District Council Officers
- Voluntary Sector

Not just about meetings but integrated working arrangements



How will the LCT Pathfinders operate?

Schools are critical partners operating in each outcome area



LCT Pathfinders will need to work together and relate to a range of groups - for example CDRPs.



Data sources for pathfinders

- Mosaic analysis
- 18 high level outcome measures about the lives of children
- The children and young people of Kent

Children's Trust Communications

www.clusterweb.org.uk/Children/childrenstrust.cfm

This page is intentionally left blank

By: Graham Badman, Children, Families and Education

To: Children Families and Education Policy Overview Committee
- 5 July 2007

Subject: KCC ANNUAL PLAN 2007/08

Classification: Unrestricted

Summary: This report is intended to generate discussion in relation to the KCC Annual Plan 2007/08. It is also an opportunity to seek Members' views on any changes that may be incorporated into the next Annual Plan

Introduction

1. (1) As last year, Members are asked to consider the KCC Annual Plan 2007/08.

(2) The Local Government Act 1999 introduced the statutory requirement for local authorities to produce an annual Best value Performance Plan (BVPP). Kent County Council's BVPP is referred to as the KCC Annual Plan and the annual deadline for publication is 30 June. County Council approved the plan on 21 June.

Annual Plan

2. (1) Members are asked to bring with them to the meeting a copy of the KCC Annual Plan 2007/08 which went to County Council on 21 June 2007. The published version will be available as a hard copy in early July and available on KNet and KCC's website (from which individual sections can be printed) by 30 June.

(2) The KCC Annual Plan contains information relating to the Directorate in Section 4 and Appendix 5 and contributes towards sections 5 and 9.

Recommendation

3. Members of the Children Families and Education Policy Overview Committee are asked to review formally the performance of the Directorate in relation to its policy objectives and performance targets. It will also be an opportunity to seek Members' views on any changes that may be incorporated into the next Annual Plan.

Officer Name: Karen Mills
Title: Policy Officer Business Planning
Contact telephone number: (01622 221981
E-mail address: karen.mills@kent.gov.uk

Officer Name: Janice Hill
Title: Performance Manager
Contact telephone number: 01622 221981
E-mail address: janice.hill@kent.gov.uk

Background Documents:

None

By: Graham Badman, Managing Director

To: Children Families and Education Policy Overview Committee
- 5 July 2007

Subject: CHILDREN, FAMILIES AND EDUCATION ANNUAL REVIEW
2006-7

Classification: Unrestricted

File Ref:

Summary: This report invites the Policy Overview Committee to consider the draft of a CFE Annual Review Document, attached. This is a new publication which reviews the achievements of the Children, Families and Education Directorate during 2006-7

Introduction

1. (1) A new CFE annual review document has been drafted to mark the first anniversary of the creation of the CFE Directorate. It is intended for Members, staff and other interested parties and complements the more formal corporate Annual Plan. It aims to provide an accessible, easy to read summary of Children, Families and Education achievements in 2006-07.

(2) Whilst acknowledging the significant part that other Directorates and partners play in providing services to Children, Young People and their families the intention of this document is to focus particularly on the contribution the Children, Families and Education Directorate has made in progressing the priorities and key actions described in the Children and Young People's plan.

Purpose

2. The document:
- Highlights Children, Families and Education Directorate's progress against the outcomes and priorities of the Children and Young People's Plan, Kent Agreement and Towards 2010
 - Identifies key achievements and innovation
 - Includes examples of how services have positively impacted on user's lives
 - Signposts the priorities for the coming years

Conclusion

3. It is intended to publish the Annual Review for Members and make it available to staff and other interested parties via the internet and intranet. If feedback is positive the Review will become an annual feature of Children, Families and Education Directorate's reporting framework.

Recommendations

4. Members are asked to comment on and endorse the publication of a new CFE ANNUAL REVIEW Document

Officer Name: **Karen Cook**

Title: **Policy Officer**

Contact telephone number: **01622 694613**

E-mail address: **karen.cook@kent.gov.uk**

Background Documents:

None

By: Alex King, Deputy Leader of the Council

To: Children Families and Education Policy Overview Committee
- 5 July 2007

Subject: CPA CORPORATE ASSESSMENT

Classification: Unrestricted

File Ref:

Summary: KCC's corporate assessment inspection is due in early 2008. This report sets out details of the corporate assessment process, work undertaken so far and actions that need to be taken to prepare KCC for this major element of the CPA framework.

FOR INFORMATION

Introduction

1. (1) KCC's corporate assessment is scheduled to take place in 2007/08 and will be one of the most important inspections of the authority in the last few years. The score we receive will influence whether we retain our future Four Star status.

(2) Our last corporate assessment and inspection was 2002. Since then the assessment framework has been received and become a far harder test and from 2005 all authorities are being inspected under this new methodology. The expectation is that therefore it will be harder to retain our current score of four out of four for this block which has been a major factor in obtaining and maintaining our Excellent/Four Star authority status since 2002.

(3) The score we receive for the corporate assessment we will keep, as it will not be run again as part of the current CPA process. If we are less than a Four Star authority at the end of the CPA regime in 2008/09 this could well affect the amount of regulation and inspection we can expect to receive under the post CPA methodology. Our performance against the corporate assessment block is therefore important.

(4) Running concurrently alongside the corporate assessment will be the Joint Area Review (JAR) covering children and young people's services. The score we receive for this will also be important as it will dictate the score for that CPA block, and again we will not have a further JAR as part of the current CPA system.

Objectives of Corporate Assessment

2. (1) Corporate assessment is a major part of the Audit Commission's CPA framework. It focuses on the importance of a sound corporate 'engine' to drive good services. It measures how effectively the council is working corporately, and with its partners, to improve service and deliver improved outcomes for local people.

(2) As part of the revisions to the corporate assessment framework that took place in 2005 there is now greater emphasis on:

- improved outcomes for users
- meeting the needs of diverse communities and users
- community engagement
- increased emphasis on community leadership, partnership working and value for money.

(3) In addition, we will particularly need to demonstrate how our understanding of Kent is translated into ambitions and priorities for the community. We will also need to demonstrate how the capacity and performance management of KCC is being applied to deliver improved outcomes for the people of Kent.

Framework

3. (1) Corporate assessment uses key lines of enquiry (KLOE) to provide a framework through which to gather and assess evidence about how effectively the council is working. The corporate assessment KLOE measures:

- how well councils understand their local communities and neighbourhoods
- how this understanding of local people and places translates into councils' ambitions and priorities
- their capacity to deliver these
- what councils are achieving.

(2) A key change of underpinning this emphasis is the introduction of shared priorities in the 'Achievement' theme. The council's management of the cross-cutting issues inherent in the delivery of the shared priorities, and the link to local priorities will provide an important focus for the corporate assessment. It will examine how we balance national policy objectives against local priorities and will assess our achievements against these priorities and plans.

(3) The framework of the corporate assessment KLOE is set out for your reference in Appendix 1.

Timing

4. Both the JAR and corporate assessment inspections will be held w/c 28 January and 9 February 2008.

Self-Assessment

5. (1) Authorities complete a self-assessment at the start of the corporate assessment process about six weeks prior to the inspection. The self-assessment is the principal reference point for the corporate assessment. The information and evidence it provides will be used to help inform judgements made by the assessment team and decisions regarding the scope and focus of their on-site fieldwork.

(2) The self-assessment will be used as evidence of the extent of KCC's self-awareness of its current position in terms of its local context and its capacity to deliver improved outcomes for local people. It should therefore demonstrate a clear understanding of the challenges and opportunities KCC faces and a realistic evaluation of its strengths and weakness. In illustrating the current position, we may wish to highlight how we have addressed weaknesses or delivered improvement. In evaluating what we have done or what has improved we should demonstrate what has changed in

terms of outcomes for the community and the different our council is making to local places and local people.

Inspection and Reporting

6. (1) The team undertaking the corporate assessment/inspection will comprise of a:

- Team leader(s)
- Inspector
- Link inspector (with JAR team)
- Peer officer
- Peer member
- Project support officer.

(2) The team leader for the JAR will be from OfSTED or CSCI and will have their own team.

(3) An inspector analysis week will take place in Kent from 7-11 January 2018 which will be mainly a document review and there will be feedback to us afterwards. The week can include a tour by the inspection team and the possibility of talking to selected individuals. The inspection team will then finalise the list of interviewees for the actual inspection.

(4) The inspection itself lasts two weeks although the inspectors are not on site every day. Formal feedback will be given during that period.

(5) During the inspection the team will talk to a wide variety of individuals and groups inside and outside of the authority and they will hold focus groups with members, executive, staff and partners etc. They will also conduct an outline 'survey' of stakeholders to gain their views.

(6) The report will be written following the inspection and will be submitted for a national consistency check to look at how well it fits with other reports. We will then be sent draft and have a couple of weeks to comment before the final report is issued. A final feedback session will then follow.

Recommendations

7. Members are asked to NOTE the report.

Officer Name: Sue Garton
Title: Head of Corporate Performance
Contact telephone number: 01622 221980
E-mail address: sue.garton@kent.gov.uk

Background Documents:

None

APPENDIX 1

Corporate Assessment Key Lines of Enquiry

The corporate assessment Key Lines of Enquiry (KLOE) provides a framework to assess the council against five themes arranged under three headline questions set out below:

1. What is the council, together with its partners, trying to achieve?

<p>Theme 1</p>	<p>Ambition for the community</p> <p>1.1 Are there clear and challenging ambitions for the area and its communities? This assesses evidence that</p> <ul style="list-style-type: none"> • ambitions for the community address the underlying needs of the area and its communities • ambitions are shared amongst partner organisations and understood by staff and the local community • ambitions are challenging but realistic – underpinned by prioritisation, capacity and performance management <p>1.2 Are ambitions based on a shared understanding amongst the council and partner organisations of local needs? This assesses evidence that</p> <ul style="list-style-type: none"> • data collection and analysis needs are agreed between councils and partner organisations and information is shared openly between them • councils and partner organisations work together to assess changes in statutory responsibilities, to analyse demographic characteristics and trends, to consider the findings of performance monitoring, to identify gaps and shortfalls in provision, and councils and partner organisations work together to assess the likely availability of resources • service users, staff and other stakeholders, including voluntary and community and private sector organisations, are encouraged to give their views and supported where necessary in doing so; measures are taken within this to involve black and minority ethnic groups and other groups at risk of disadvantage • consultation recognises the range and complexity of service user needs and makes provision for choice <p>1.3 Does the council with its partners provide leadership across the community and ensure effective partnership working? This assesses evidence that</p> <ul style="list-style-type: none"> • the council demonstrates community leadership through its ability to work in partnership with the statutory, community, voluntary, business and private sectors to add value and deliver against its ambitions and priorities • councillors and officers are willing to make difficult decisions about what are and are not local ambitions • the council is effective in ensuring that partnership working is productive and sustainable and that accountability in partnerships is clear and robust
-----------------------	---

<p>Theme 2</p>	<p>Prioritisation</p> <p>2.1 Are there clear and robust priorities within the ambitions for the area? This assesses evidence that</p> <ul style="list-style-type: none"> • priorities reflect the findings of needs assessment • priorities have regard to national and local policy frameworks • the priorities address the needs of black and minority ethnic groups and other groups at risk of disadvantage, and promote good race relations • service users, councillors, staff and other stakeholders understand key strategic objectives <p>2.2 Is there a robust strategy to deliver the priorities? This assesses evidence that</p> <ul style="list-style-type: none"> • corporate, service and financial strategies are linked within a deliverable framework • there are clear and agreed targets for improvement which are outcome-based and challenging but realistic • there is shared understanding amongst partner organisations of the duties, frameworks, and priorities governing each other's work • resources allocated within and between partner organisations are managed, reviewed and revised in line with priorities <p>2.3 Is robust action taken to deliver the strategy? This assesses evidence that</p> <ul style="list-style-type: none"> • the links between action plans and the delivery of strategic priorities are clear and demonstrate the extent to which the council targets resources or shifts resources away from non-priority areas • service users, staff and other stakeholders are encouraged to contribute to action planning • action plans address the needs of black and minority ethnic groups and other groups at risk of disadvantage • action plans include sufficient detail of the action proposed to enable stakeholders to assess its fitness for purpose • difficult decisions are taken where necessary and focus is sustained
-----------------------	--

2. What is the capacity of the council, including its work with partners, to deliver what it is trying to achieve?

<p>Theme 3</p>	<p>Capacity</p> <p>3.1 Is there clear accountability and decision making to support service delivery and continuous improvement? This assesses evidence that</p> <ul style="list-style-type: none"> • the roles and responsibilities of officers and councillors for taking decisions are clear • decision-making processes are transparent and result in relevant actions; and decisions are made in time for action to be taken to meet priorities • reviewing risks and opportunities is a continuing strand of planning, delivering and reviewing services • there are protocols and procedures for conflict resolution within and between partner organisations • councillors and officers work effectively within the ethical framework <p>3.2 Is capacity used effectively and developed to deliver ambitions and priorities? This assesses evidence that</p> <ul style="list-style-type: none"> • there is a clear and sustained focus on value for money • staff recruitment, retention and development activities are designed to ensure current and future needs are met • workforce planning is undertaken as a collaborative exercise by all partner organisations including voluntary and community organisations • the council ensures projects are properly resourced and rigorously managed • there is a strategic approach to partnering, procurement and commissioning services which takes account of the capacity of voluntary, community and private sector organisations • users and other stakeholders are able to access services which meet their diverse needs • staff are encouraged to be flexible and innovatory in meeting service needs <p>3.3 Does the council, with its partners, have the capacity it needs to achieve change and deliver its priorities? This assesses evidence that</p> <ul style="list-style-type: none"> • the capacity of councillors, management, staff, and organisational development is sufficient to ensure clear leadership and support the achievement of priorities; • existing financial capacity is sufficient to achieve the council's objectives, sustain performance, and promote improvement; and financial management arrangements are secure • ICT resources and e-government are used to support delivery of priorities and greater choice for service users • the council works with partnerships to enhance its financial and other capacity so as to achieve its ambitions and priorities • full account is taken of diversity, user focus and human rights issues in decision making and achieving outcomes • the council, with its partners, has the capacity to respond flexibly to changing circumstances and emerging challenges
-----------------------	--

<p>Theme 4</p>	<p>Performance management</p> <p>4.1 Is there a consistent, rigorous and open approach to performance management? This assesses evidence that</p> <ul style="list-style-type: none"> • councils and partner organisations individually and collectively review performance within a culture of open debate and constructive challenge • the level of involvement of councillors and senior officers in performance review is consistent with their roles and responsibilities and reflects the importance for individuals and communities of meeting target standards and/or action milestones • review cycles reflect risk and the time needed to take necessary remedial action • resource management is integrated with performance management to support a sustained focus on priority issues • there is a well publicised, user-friendly and supportive system for service users and staff to submit complaints or grievances, or representations about service performance • the council and its partners invite external evaluation where this may add materially to their own internal processes • managers and staff focus on performance and use performance management as an integral part of how they work <p>4.2 Do the council and partner organisations know how well they and each other are performing against planned outcomes? This assesses evidence that</p> <ul style="list-style-type: none"> • providers work together to develop and consider relevant performance information, including trends over time and comparisons with both similar areas and the national picture • data collection and analysis includes reference to the needs of black and minority ethnic groups and other groups at risk of disadvantage, and geographic areas • providers work together to compare and evaluate processes, costs and outcomes with those of similar providers • service users, staff and other stakeholders, including voluntary and community organisations, contribute to performance review and are informed about its outcomes <p>4.3 Is knowledge about performance used to drive continuous improvement in outcomes? This assesses evidence that</p> <ul style="list-style-type: none"> • targets for improvement are set in line with priorities, performance and satisfaction levels are monitored and analysed, and under-performance is identified and addressed • the council uses performance management to co-ordinate service delivery to communities and users • actual or likely difficulties with carrying out action plans in line with priorities are raised by partners at an early stage • user complaints and staff complaints and grievances are used to inform service development • providers use performance review, inspection findings and independent reviews in developing priorities and improving value for money
-----------------------	---

3. What has been achieved?

Theme 5	<p>Achievement is assessed by examining how well councils are delivering local priorities and outcomes across five sub-themes. These are based on the 'shared priorities' agreed by the Office of the Deputy Prime Minister's central and local government partnership. The five 'shared priority' sub-themes are given (in bold text) after the summary of achievement below:</p> <p>Summary of achievement</p> <p>5.1 What progress has the council made in delivering its priorities and improving quality of life for local people? This assesses evidence that</p> <ul style="list-style-type: none">• improvements are being developed, implemented and delivered in partnerships to sustain current and future improvement in national, shared priorities. The improvements are in line with local need and local priorities• the council is working in partnership to improve areas local people say are important to their communities. Improvements are contributing to wider community outcomes and national, shared priorities to create a more sustainable, safe, cohesive and healthy community, and improved outcomes for children, young people and older people• the council is improving access to services, and quality of life for all its citizens and local communities including those at risk of disadvantage <p>Sustainable communities and transport</p> <p>5.2 What has the council, with its partners, achieved in its ambitions to develop sustainable communities, integrating economic, social and environmental issues? This assesses evidence that the council, with its partners, co-ordinates its work on economic development, the housing market, the environment and transport to improve quality of life and deliver a more sustainable future all its communities by</p> <ul style="list-style-type: none">• promoting and supporting a sustainable local economy, helping secure jobs and wealth• addressing the area's housing requirements and housing needs• delivering a quality environment now and promoting and supporting sustainable lifestyles to ensure environmental quality for future generations; and• using the transport system, and where applicable the planning system, to increase the opportunities for all sectors of the local community have to access work and important services without need for a car
----------------	---

	Safer and stronger communities
--	---------------------------------------

5.3 What has the council, with its partners, achieved in its ambitions for building safer and stronger communities?

This assesses evidence that the council contributes to successful outcomes through effective partnership working to

- reduce and prevent crime and fear of crime
- reduce anti-social behaviour (ASB)
- reduce the impact of drug and alcohol misuse on communities, individuals and their families
- reduce accidents and make people feel safer
- be well prepared for internal or external emergency situations
- build stronger communities

Healthier communities

5.4 What has the council, with its partners, achieved in its ambitions for the promotion of healthier communities and the narrowing of health inequalities?

This assesses evidence that the council, with its partners, is achieving real and measurable improvements in the health and well-being of local people, notably, that

- the health of all the communities the council serves is improving as a direct result of the activities of the council
- the council is reducing health inequalities and the gap in life expectancy between its diverse communities

the council is improving access to services for those most at risk of disadvantage

Older people

5.5 What has the council, with its partners, achieved in its ambitions to promote and support the independence and well-being of older people?

This assesses evidence that the council is working with its partners, and with older people, to

- develop a strategic approach to older people that goes beyond health and social care and covers the areas that older people say are most important
- undertake meaningful engagement with older people and their representative groups on all aspects of the strategic approach and service provision
- deliver a comprehensive, co-ordinated range of services to older people

Children and young people

Normally, when the Joint Area Review (JAR) and corporate assessment are happening at the same time, the description and judgement of the council's and its partners' contribution to the quality of outcomes for children and young people will be summarised from the JAR report. In the exceptional circumstances where the two processes do not take place at the same time, the Ofsted/CSCI annual performance assessment for children and young peoples' services will form the basis of this section of the report.

This page is intentionally left blank

By: Marilyn Hodges - Director, Strategy, Policy & Performance

To: Children Families and Education Policy Overview Committee
- 5 July 2007

Subject: KENT CHILDREN'S TRUST PARENT SUPPORT STRATEGY

Classification: Unrestricted

File Ref:

Summary: This report provides an update on the development of Kent Children's Trust Parent Support Strategy and sets out the draft core principles for Members comments and views.

Introduction

1. (1) During October 2006 the Department for Education and Skills (DfES) launched guidance for local authorities clarifying the necessity for the development of single strategy for parent support. At the recommendation of CFE Senior Management Team, in November 2006 a proposal for the development of a Parental Support Strategy and a Charter for Parents was taken to the Children's Trust. The Trust endorsed the timetable for the production of this core strategy document and the Parent's Charter by autumn 2007.

(2) In order to progress the development of the strategy, a multi-agency steering group (*reflecting Children's Trust membership*) has been established to guide the process. Members of the steering group have agreed to feedback development issues to the groups and organisations they represent.

(3) This strategy recognises that the people who raise children are not only birth mothers and fathers, Adoptive parents, foster carers, stepparents, members of the extended family and grandparents may all be involved in raising children. Therefore, when we use the term "parent(s)/carer(s)" we are referring to the significant caring adult(s) for the children in any type of family.

Consultation arrangements

2. (1) In order to gather the views of partners and stakeholders we have embarked on a phased consultations process.

(2) Officer and agency consultation 5 March 2007

Our March event brought together 120 delegates from across Children, Families and Education, District Councils, Schools, the Communities Directorate, Health, Faith groups and the Community and Voluntary Sector. Delegates were briefed about the national picture and the timeframe for developing Kent's strategy. We were then able, through a series of questions, to gather delegates views on the shape of parent support

provision across the county. We also pulled out the challenges they felt families faced and also those that they are professionals supporting families faced.

(3) Parent Consultation

June-September 2007

Consultation with parents will take on various forms. We will be working with an organisation experienced in public consultations, particularly with engaging “hard to reach” groups. A general population sample will be undertaken to capture the views of a cross section of the community. In addition Family Liaison Officers and Parent Support Advisors will be carrying out consultation with groups of parents who currently access services through schools. Finally, following officer and agency consultation in March, a number of partner organisations have agreed to support this element of the work and will use the questionnaire we devise in order to consult with individual and groups of parents that they work with. This consultation will inform the strategy but will contribute to the development of the Parent’s Charter in particular.

(4) Parent Fora

Working with Partnership with Parents, Parent For a are being set up in each District to provide parents with a voice in engaging with, challenging and shaping the services available to them, raising concerns around gaps in provision and supporting other parents. For a have so far been set up in the following Districts: Dover; Maidstone, Swanley, Malling; Ashford and Thanet with a Gravesham event to launch its For a taking place in October.

(5) Parent Voice

Autumn 2007

To ensure that parents are listened to from the top down we plan to arrange a “Meet the parents” event. This is where representatives of the Parent Flora have an opportunity to meet and talk with Children’s Trust members and senior officers from Children, Families and Education, to discuss what it is like to be a parent in Kent in 2007.

Drivers for Change

3. (1) The government sets out a vision for “responsive public services, increasingly driven by even greater numbers of parents with high aspirations for their children” *Every Parent Matters DFES April 2007*. Locally we are aware that whilst support services are available across the County they are fragmented and often not consistently available to meet local demand. Parent Support is also part of the core offer of services, both for the development of Extended Services in and around schools and for the development of Children’s Centres. This requires agencies across all sectors to work together, share information and move to a position where their common approach means parents and carers can access support in a way that is meaningful to them and supportive of their needs.

(2) Kent has a strong and effective network of Family Liaison Officers, supporting parents and carers. Working from schools this professional workforce provides locally focussed support to meet the needs of children and families. This network has recently been expanded to include 40 Parent Support Advisors, deployed across the county to clusters, groups of schools and linked to attendance and behaviour as part of a pilot programme. This national pilot is highlighted as a core strand for the delivery of parent support services within the DfES document published in April of this year, **Every Parent Matters**.

Strategic Direction

4. In Kent we have long recognised those children with parents who are positively engaged in their life, both in and outside of school are the most successful. Parents are the single most significant influence on how a child will develop and interact with their surroundings. Keeping this at the centre of our thoughts we have developed, in consultation with partners, a set of draft core principles to guide our strategic direction and the development of both the strategy and the Charter. It is important to note that these are still being actively consulted on with a range of organisations and parent groups, and may be subject to revision.

The 15 principles are set out below:

1. *The well being of children and young people is the responsibility of **all** people, agencies, and services in contact with them.*
2. *“Working in partnership” includes parents, carers, children and young people as well as across agencies and groups, both statutory, voluntary or community.*
3. *Parents, carers and children’s views must be reflected in development of services.*
4. *There is commitment for continuous improvement in quality, standards and parent workforce development through national accredited training.*
5. *Engaging, empowering and establishing relationships with parents will enable them to build on their own strengths and make informed choices about the services they choose to access.*
6. *Diversity and different is valued and respected and does not prohibit access to services.*
7. *All agencies should use a common professional language so that there is coherence in what services offer and what parents receive.*
8. *Promote respect, and value the involvement of parents and carers at all levels of society.*
9. *Promote flexible services, organised around the views of the parents, carers, children and young people who use them. Parents, carers, children and young people will be influential in what we do, and we will have robust mechanisms to ensure that this occurs as part of practice.*
10. *Evidence based practice, research, evaluation and monitoring outcomes underpins the planning and development of new and existing services.*
11. *Services will be available in line with the needs of parents, carers, children and young people and support will be provided wherever possible by universal services in a variety of local and centralised, welcoming areas. This includes Children’s centres and Extended Schools.*
12. *All agencies value and recognise the role and impact of an extended family/models of family’s life and networks.*
13. *We accept that the role of the parent changes but does not stop.*
14. *Good parenting = good citizenship. We will provide a positive and consistent needs-led approach to help parents respond effectively to concerns regarding their children’s behaviour in the community.*
15. *Parents are the key to ensuring that Every Child Matters.*

Conclusions

5. The development of a Parent Support Strategy for the County will provide a strategy framework under which parent support services can be commissioned, developed and delivered. Following consultation, we will identify a set of pledges that will form the basis of an action plan for the next phase of activity in this important area of work. We have benefited from the advice, guidance and experience of our Steering Group and intend to use this body of expertise to pull together the next steps for presentation to the Kent Children’s Trust at their October meeting.

Recommendations

6. Members of the Children, Families and Education Directorate are asked to:
 1. Note the process for consultation with parents
 2. Give views on the principles as they are set out in section 3 Drivers for Change

Marisa White
Head of Extended Services
Tel: (01622) 696583
e-mail: marisa.white@kent.gov.uk

Background Documents:

Every Parent Matters DfES April 2007
(www.teachernet.gov.uk/everyparent_matters)

By: Graham Badman – Managing Director Children Families & Education

To: Children Families and Education Policy Overview Committee
- 5 July 2007

Subject: PUBLICATION OF INFORMATION ON MEETING SPECIAL EDUCATIONAL NEEDS AT ALL STAGES OF THE SEN CODE OF PRACTICE

Classification: Unrestricted

File Ref:

Summary: In the above-named document (see Appendix), the Authority sets out its plans and arrangements for meeting special educational needs. The Authority is required to do this in accordance with Statutory Instrument No 2218, 2001. Endorsement of the content for publication is sought.

Introduction

1. Statutory Instrument No 2218, 2001 requires LAs to publish their arrangements and plans for meeting special educational needs, to review these annually and, where necessary, to amend them. The document was last amended in 2005.

Background

2. (1) Since 2005, a number of significant developments have taken, or are in the process of taking, place, requiring the Authority to make amendments as part of this year's annual review. The former Education Directorate and the children and families section of the former Social Services Directorate and the Child Health commissioning from Kent Primary Care Trusts have been brought together into one directorate, Children, Families and Education (CFE), under the leadership of a Managing Director, CFE.

(2) The Every Child Matters agenda underpins and shapes the developments taking place in Kent and the amended publication reflects these. The main developments taking place are:

- The continued implementation of the special school review
- The review of units and designations and emergence of cluster lead schools
- Further significant development of cluster arrangements
- The piloting of the Children's Trusts Pathfinders
- Preparatory work on the introduction of the Common Assessment Framework and Lead Professional role
- The implementation of the 14-19 strategy

Publication

4. The document will be published on Clusterweb and on Kent County Council's website. Hard copies will be available for those agencies and bodies who request them and will also be available through the Partnership with Parents information service, in addition to the standard information packs that are currently provided for parents and carers.

Recommendations

5. Members asked to comment on the document *Information on meeting special educational needs at all stages of the SEN Code of Practice* and endorse it for publication.

Officer Name

Title

Contact telephone number

E-mail address

Colin Feltham

Head of AEN & Resources

01622 605729

colin.feltham@kent.gov.uk

Background Documents:

Various policy and guidance documents as listed in Appendix 1 of the attached document



Children, Families & Education

INFORMATION ABOUT MEETING SPECIAL EDUCATIONAL NEEDS AT ALL STAGES OF THE SEN CODE OF PRACTICE

(To be reviewed annually)

June 2007



Information published as required
by Statutory Instrument No 2218, 2001

FOREWORD

Statutory Instrument No 2218 [The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001] places a duty on Local Authorities (LAs) to publish details of:

- The aims, plans, objectives and timescales of the authority's policy in respect of meeting the needs of children and young people with special needs, and
- The special educational provision of children with special educational needs but without statements and the financial arrangements to support this;

This publication represents Kent's response to that legal requirement.

When the LA amended and published *Information on meeting special educational needs at all stages of the SEN Code of Practice* in March 2005, it was as a Local Education Authority. Since that time, the then Education Directorate and the children and families' section of the then Social Services Directorate and Child Health commissioning from both Kent Primary Care Trusts have been brought together into one Children, Families and Education (CFE) Directorate to take forward the national Every Child Matters (ECM) agenda.

The LA's collaborative, inclusive and co-ordinated approach to meeting the needs of children and young people places it well to implement the ECM agenda, including the development of Children's Trust-like arrangements. Its Children and Young People's Plan 2006-2009 provides a comprehensive and effective blueprint for taking forward the ECM agenda and Kent has made very considerable progress in this respect.

In Kent, strategies and plans to support the special educational needs of children and young people are developed and operated in concert with the plans for meeting the needs of all other groups of children. Arrangements for planning and delivering services to this group of children are a key part of the Children and Young People's Plan. All that is set out within this publication should be seen within the context of the Children and Young People's Plan and the ECM agenda.

Clusters continue to play a pivotal role in the development of integrated children's services and serve as a vehicle for moving towards the development of children's trust-like arrangements. Kent is currently exploring local trust arrangements through three pathfinder clusters.

No document can adequately do justice or bring life to the full range of activity that relates to the work happening at both strategic and local level. This publication can provide an overview and a framework. Readers may wish to refer to more detailed policies from which the information in this publication is drawn. Sources are shown in the text and appendices, and can be obtained from the address below by application to Becca Harrison. Parents will also find Partnership with Parents (see paragraphs 2.1 to

2.10 below) a useful source of help and information. Other useful documents are available on Clusterweb.

This document should be reviewed on an annual basis and, where necessary, amended to reflect changes to the LA's arrangements and plans for meeting the special educational needs of children and young people. As Kent moves in 2008 towards firming up its Children's Trust arrangements, it is likely that next year's review will require some significant changes to be made to this publication.

Joanna Wainwright

Director, Commissioning Division (Specialist Services)

*Kent County Council, Education and Libraries Directorate, Sessions House, County Hall,
Maidstone, ME14 1XQ*

Tel: 01622 696595

e-mail: joanna.wainwright@kent.gov.uk

Contents

Page

List of abbreviations	7
1 CONTEXT	8
Introduction	
Promoting high standards	
Inclusion and improvement for all	
2 PARTNERSHIP WORKING	11
Parent/carer partnership	
Participation of children and young people	
Multi-agency partnership	
Local authority Regional Partnerships	
3 IDENTIFYING NEED AND ARRANGING PROVISION	16
Identifying children with special educational needs	
Early Years and School Action	
Early Years and School Action Plus	
Common Assessment Framework	
Lead Professional Role	
Statutory Action	
Making and maintaining Statements of Special Educational Needs	
When Statements are reviewed	
The need for differentiated and targeted interventions	
4 SEN RESOURCES	28
School based funding arrangements	
Funding retained by the LA	
Expertise and opportunities	
Training, advice and support for staff working with children with special educational needs	
5 AUDITING, MONITORING, REVIEWING AND PROVISION DEVELOPMENT	35
Auditing and monitoring	
Review and development	
Special school review	
Special school early years and post-16 provision	
Review of units and designations	
Early support programme	
14-19 strategy	
6 COMMITMENT TO HIGH QUALITY PROVISION	41
Appendices	42

List of abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
AEN	Additional educational needs
AEN and R	Additional Educational Needs and Resources
ASK	Advisory Service Kent
AWPU	Age weighted pupil unit
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CBR	Cluster Based Review
CoP	Code of Practice
CPD	Continuing professional development
CYPP	Children and Young People's Plan
DIF	District Inclusion Forum
ECM	Every Child Matters
I & A Advisers	Inclusion & Achievement Advisers
IEP	Individual Education Plan
ITT	Initial teacher training
KCC	Kent County Council
LA	Local Authority
LPSA	Local Public Service Agreement
NC	National Curriculum
NCH	National Children's Homes
NFER	National Foundation for Educational Research
NPQH	National Professional Qualification for Headship
PwP	Partnership with Parents
QCA	Qualifications and Curriculum Agency
SBR	School Based Review
SEN	Special educational needs
SENCO	Special Educational Needs Co-ordinator
SENDist	SEN and Disability Tribunal

In this publication, the word (s) "child/children" should normally be read as "child/children and young person/people".

1 CONTEXT

Introduction

- 1.1 Kent's SEN policies are informed by local and national guidance, as set out at Appendix 1, and are developed from an inter-agency and multi-disciplinary perspective.
- 1.2 Throughout its policies the LA and its partners aim to:
- Raise the attainment of children with SEN
 - Overcome barriers to learning
 - Promote inclusive education by supporting schools and other settings to increase their ability to meet the diverse needs of all learners and, wherever possible, within mainstream schools and settings
 - Provide sufficient special school places
 - Develop cluster lead schools and resourced mainstream provision for specific need types to ensure adequate provision to meet the needs of all those children whose needs are severe and complex and who live within the cluster
 - Reduce lengthy bureaucratic processes
 - Work in partnership with parents and other agencies in planning, commissioning and delivering appropriate provision
 - Involve children in identification, decision making and monitoring processes
 - Use principles of best value in providing and securing high quality provision and support in proportion to need through a policy of monitoring, challenge, support and intervention
- 1.3 While the information to be provided by LAs is specific in referring to special educational needs, the following points of clarification may be helpful:
- Special educational needs are viewed as part of the continuum of additional educational needs (AEN) and are most succinctly referred to as needs arising from barriers to learning. The significant links in children's lives (for example, between deprivation and low educational attainment, or teenage pregnancy and restricted attendance at school) are well known and often occur in parallel with what may be described formally as SEN. Consequently, within most of the LA's policies, the needs of children and proposals to meet them are described in more holistic terms than the legislation immediately implies.
 - Secondly, while a major part of the LA's SEN policy relates to work in school, it also relates to other learning environments and settings, from Portage Services in the home to pre-school provision to alternative curriculum opportunities provided by other agencies.

Promoting high standards

- 1.4 KCC's Cabinet policy statement on the education of children and young people with SEN is attached at Appendix 2. This clearly sets out the Council's commitment to supporting and developing further a range of high quality

provision that includes both special, mainstream inclusion and units attached to mainstream schools (the units and designations review is now well under way and unit provision is being developed through the cluster lead school model). The Council's statement reaffirms the principle that every child is different and that parental choice is important and vital. Inclusion is viewed as an on-going process that is developing in line with local needs and priorities.

- 1.5 National and local priorities have been developed to raise the achievement of all children. These are embedded in KCC's current CYPP and reflected in the LPSA targets.
- 1.6 The CYPP 2006-2009 sets out a clear commitment to improving outcomes for children with learning difficulties and disabilities and to addressing their needs across all the ECM outcomes. The plan identifies the following outcomes for this group of children:
- An improved level of service offering a holistic approach to the needs of individual children and young people and their families and carers
 - Statements of SEN issued within 18 weeks of referral
 - Excellent transitional planning, with transition plans issued for all children with disabilities detailing a clear pathway to adulthood
 - Improved educational attainment
 - Pre-school children with AEN/SEN supported effectively in resourced settings
 - Increased number of pupils who start infant or primary school with a defined package of support to meet AEN/SEN
 - Increased take up of specialist training for early years preventative work by care and classroom assistants
 - Reduced number of appeals to SEN and Disability Tribunal
 - All children with AEN/SEN in employment, education and training after leaving school

Inclusion and improvement for all

- 1.7 Education and training for all children is offered across a range and continuum of provision, including: mainstream and special nurseries; mainstream schools; cluster lead schools; special schools; and various flexible curriculum arrangements to meet the demands of the 14-19 agenda.
- 1.8 For children with special educational needs, the Special Educational Needs and Disability Act 2001 transformed the statutory framework into a positive endorsement of inclusion. It set out the duties of LAs and school governing bodies in the context of inclusion and School Improvement for all.
- 1.9 The Act established, for those parents who want it, a right to a mainstream place for their child, unless it is incompatible with the efficient education of other children with whom the child would be educated and there are no reasonable steps that could be taken to prevent the incompatibility. Many parents also exercise their right to express a preference for their child to attend a special school. Kent has firmly embedded all the requirements of this Act within its educational arrangements and procedures.

2 PARTNERSHIP WORKING

Parent/carer partnership

- 2.1 The SEN Code of Practice requires every LA to have a Parent Partnership Service. In Kent the service is called Partnership with Parents which is funded by KCC but operates at “arms length” to the LA. It is an impartial and confidential service sited away from SEN services and with its own delegated budget. The services comprise paid staff and a group of volunteers. A steering group, with independent representation including a number of parents, monitors the service. The aim of the service is to empower parents to play an active and informed role in their child’s education. This is done through a range of flexible services working directly with parents, schools and services, as well as working strategically to increase parental involvement and improve practice.
- 2.2 **Partnership with Parents** believes *children thrive and achieve their full potential when all partners (parents and professionals) work together to plan appropriate interventions/educational provision. It promotes working together based upon mutual respect of feelings, opinions and values.*
- 2.3 Partnership with Parents in Kent (PwP) provides:
- An information, advice and support service to parents and carers of children with additional (including special) educational needs (AEN/SEN)
 - Trained volunteers to support parents/carers
 - Training and development to schools in working more effectively with parents/carers and evaluating practice.
 - Developing partnerships with voluntary organisations nationally and locally
 - Feedback to the LA to inform local policy and improve practice
 - Research and evaluation expertise that enables parents, children and young people to make a positive contribution to facilitate service improvements
 - Mediation/Disagreement Resolution Services
- 2.4 Parents/carers who call the Helpline receive a confidential service from well-trained staff, skilled in enabling and empowering them to make informed decisions about their child’s education.
- 2.5 PwP has a bank of trained volunteers who can provide 1:1 support for parents/carers who need help with paperwork, preparation for meetings, accompanying to meetings, in expressing their views or overcoming differences where there is a disagreement
- 2.6 Schools can access training from PwP in developing parent policies, managing meetings with parents, communicating with parents and building on, as well as further improving, their communication and conciliation skills. Additionally PwP can support schools in their self-evaluation of parental involvement.
- 2.7 PwP is commissioned by the LA to seek the views of parents, children and young people on a range of SEN services to inform improvements in those services.
- 2.8 The LA has a **Disagreement Resolution** strategy to try and avoid disagreements arising and, when they do, to resolve them as quickly as possible.

Disagreements can be between parents/carers and schools or the LA over SEN/AEN issues. As part of the LA's Disagreement Strategy, the principles and processes of mediation have been applied to the management of the statutory assessment process. The aim is to improve communication with parents and to support this by providing an ongoing training programme for LA officers in communication and conciliation skills.

- 2.9 Part of the process includes a local mediation service, which has been developed through the Partnership with Parents Service. All of the staff involved in this service are trained mediators.
- 2.10 An external mediation service is provided by Global Mediation UK. Kent LA (together with a number of other LAs in the South East) has contracted with Global Mediation (a national charity) through the Regional Partnerships (see paragraphs 2.21 to 2.23 below). This service is available to parents and carers if a disagreement is not resolved through the local service.

Participation of children and young people

- 2.11 The LA, including schools, promotes high levels of participation of children with special educational needs through:
- Its Accessibility Strategy for children with disabilities (many will also have SEN) and promoting the development of strategies/plans by schools.
 - Individual Education Plans which promote greater levels of pupil involvement.
 - Ensuring children's views are taken into account at all levels of the SEN decision-making process.
 - Enabling independent advice from National Children's Homes (NCH) where a child is subject of a Tribunal Appeal.
 - Engaging children directly in consultation on important issues relevant to them – Kent has set up a Youth Council which is administered by the Youth and Community Unit
 - Surveying children by arrangements commissioned through NFER
 - NCH visits to children and young people in residential schools to provide them with a vehicle for voicing any concerns or complaints.
 - A legal expectation (Section 176 of the Education Act 2002) for schools and services to consult with children concerning matters that affect them

Multi-agency partnership

- 2.12 Meeting the special educational needs of individual children and groups of children often requires flexible working with statutory and voluntary agencies. Kent has an excellent record of multi-agency and multi-disciplinary working and places a significant emphasis on supporting children and families through joint packages of education and care.
- 2.13 The main agencies and partnerships involved in supporting children with Special Educational Needs are:
- Kent County Council Children, Families and Education Directorate

- Schools and school Clusters
 - Strategic Health Authority and PCTs
 - Youth Offending Team/Youth Justice Board
 - Voluntary Agencies
 - Connexions
 - Learning and Skills Council
 - South East Regional Partnership
 - Kent Safeguarding Board
 - Kent Drug and Alcohol Action Team
 - Youth Service
 - Other multi-agency partnerships eg local Children Trust Pathfinders
- 2.14 Kent continues to support the development of clusters of schools working together with LA staff, other agencies and voluntary bodies to support children and families who live in the cluster area. The Local Education Officer has a key role within the cluster ensuring the co-ordination, and supporting the development, of local integrated services.
- 2.15 The County Council works with two Primary Care Trusts and the Strategic Health Authority. The Kent Children's Trust Board is responsible for strategic planning of Children's Services across the whole County, and is charged with delivering the Children & Young People's Plan. This board is a sub-group of the Kent Partnership. Kent is currently piloting local trust like arrangements through three pathfinder localities.
- 2.16 Child and Adolescent Mental Health Service in Kent (CAMHS) provides specialist interventions and assessment work with young people who have behavioural/and or mental health needs, and their carers/families. This important work is being supported further through locality multi-agency developments, locality early intervention/preventative initiatives and by the new LPSA 2 targets.
- 2.17 Child Development Centres in Kent bring together a wide range of professionals to support children with developmental difficulties, and their families. Professional advice and support available at these centres includes that from occupational therapists and physiotherapists, paediatric doctors, dieticians and educational psychologists. Portage is a multi-agency service that delivers early intervention programmes for children with developmental delay.
- 2.18 The District Inclusion Forum provides a district based multi-agency planning forum for children and young people whose needs are severe and complex and where the resources normally available locally are not appropriate or sufficient to meet the identified needs. The prime purpose of the DIF is to agree joint packages of support in a flexible and creative way to enable the child's needs to be fully met within the community. Through the function of the forum, gaps in service/provision are identified to inform future planning. Increasingly, clusters are running Cluster Based Reviews (CBR) which have a similar function to the DIFs but which operate at a more local level.
- 2.19 The County Council works very closely with the local Connexions Service, which has responsibility to work with all young people between the ages of 13 and 19. The Connexions service plays a critical part in transition planning for young

people with statements of SEN. The LA has close links with the Learning and Skills Council, which is responsible for the development, planning, funding and management of all post-16 education and training (except higher education) and Work-Based Training for young People. Of particular note is the full acceptance by the LSC of the arrangements planned for post-16 provision in Special Schools via the process of the Strategy Area Review.

- 2.20 At a strategic level, senior officers from the County Council jointly plan and work together on the Early Years and Childcare Development Partnership, the Drug and Alcohol Action Team, the Child Protection Committee and the Local Youth Justice Board.

Local Authority Regional Partnerships

- 2.21 Kent is a member of the South East Regional Partnership, which is one of 9 Partnerships that cover all local authorities in England, established by the Department of Education and Skills (DfES). The work of the partnerships is focused around meeting the needs of vulnerable children. The DfES has defined the strategic priorities as follows:

- Bringing partners together on a voluntary basis to enable sharing of best practice regionally and nationally
- Supporting the development and delivery of key areas of national policy including safeguarding
- Working in partnership with Government Offices on the delivery of regional priorities
- Supporting the development of more inclusive policies and practices

- 2.22 There are 19 local authorities within the SE Regional Partnership, an area which is co-terminus with the area of the Government Office of the SE. Each Partnership has developed an Action Plan, implemented through identified projects and themes, in order to support the delivery of the above priorities. The SE Action Plan has been focusing on the following areas for development:

- Working more effectively with parents and carers, including the development of dispute resolution and mediation services and measures for assessing the impact of services
- Developing partnerships with the independent sector, supported by a shared database of schools and children's homes, to ensure robust and effective practices in relation to:
 - Annual increases in fees
 - Standard national contracts
 - Regional commissioning of provision
 - Joint developments to support outreach
 - Shared Monitoring and Inspection

- Monitoring and evaluation of SEN funding and services
- Benchmarking of SEN Spending across authorities
- Analysis of Out of Authority placements data across 133 local authorities (2007 participation rate)
- Annual Conferences focusing on national and regional themes

2.23 A number of task groups have been set up to take these developments forward and Kent is represented on all of them. The Partnership is currently developing impact measures to help it evaluate its current and future activities.

3 IDENTIFYING NEED AND ARRANGING PROVISION

Identifying children with special educational needs

- 3.1 The SEN Code of practice provides guidance on the identification and assessment of children with SEN and emphasises the critical roles of schools and settings in this. Schools and settings identify and meet the needs of all children with special educational needs, including those with statements of SEN, with additional support from the LA and other agencies as appropriate.
- 3.2 All local mainstream schools have responsibility for making appropriate support arrangements and for welcoming all pupils into their schools (Accessibility Planning). The Human Rights Act and the SEN and Disability Act 2001, Inclusive Schooling and Accessible Schools 2002 reinforce the right for all children to be educated in mainstream schools.
- 3.3 The LA provides extensive guidance on criteria for each stage of the Code of Practice for each of the four dimensions of SEN as described in Appendix 3.
- 3.4 The LA supports schools in making arrangements for:
- The early identification of pupils with SEN, through use of Foundation Stage Profiles, performance monitoring against level descriptors and national literacy and numeracy objectives.
 - The development of systematic intervention, using a range strategies;
 - Methodical monitoring of pupils' progress
 - Self-evaluation of the school's performance in supporting pupils with SEN
- 3.5 The SEN Code of Practice states that referrals for statutory assessment should be required only in cases where the school and partner agencies, having tried their best, can not meet the child's needs to ensure appropriate progress. For most pupils, a statement of special educational need will not result in additional resources being made available to the school since this funding is already delegated to them. In very exceptional circumstances, as described in the published criteria, additional funding may be available for pupils with combinations of very high levels of need. Section 4, paragraph 4.11 gives further details about funding for very severe and complex needs. See Appendix 4. The arrangements for supporting children through this fund are currently under review as part of the Units and Designations Review.

School and Early Years Action

- 3.6 Parents, schools¹ and the LA are partners in ensuring the special needs of children are met. Schools are best placed to make decisions on the allocation and use of their own resources and to co-ordinate access to external resources in order to arrange appropriate provision. Schools need to ensure their SEN policy clearly sets out how resources are allocated to meet the needs of children

¹ While references to schools throughout this document normally includes references to early years settings (except where it deals with delegated budgets), there is a specific reference to Early Years settings at the end of this section.

with SEN. Pupil progress is the key indicator, rather than the child's level of difficulty. The focus of the SEN Code of Practice is on removing the barriers to a child's progress through arranging provision that recognises the child's learning characteristics, modifies the learning environment and utilises a range of teaching styles.

- 3.7 Schools should establish provision for a child with SEN across the four strands of action as appropriate for their individual needs. The Kent Criteria include guidance regarding grouping for teaching purposes and curriculum and teaching methods. Schools may devise their own formula to allocate additional learning support time, but this will not be the only consideration. Some children may need fewer hours of learning or other support while others may need more. The actual amount must be sufficient to meet the provision set out in the IEP or other target setting arrangement.
- 3.8 The National Curriculum Inclusion Statement provides guidance regarding provision for all pupils and this is the context within which SEN provision is made:
- Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.
 - The statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:-
 - Setting suitable learning challenges.
 - Responding to pupils' diverse learning needs.
 - Overcoming potential barriers to learning for individuals and groups of pupils.
 - Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.
 - Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.
- 3.9 The IEP is used to record a child's agreed targets and strategies (provision) which are additional to or different from the differentiated curriculum normally available in the school. Since schools will vary in the extent to which they have developed differentiated curricula, the percentage and need types of pupils considered to be at School Action or School Action Plus may vary from school to school. In order to support schools in differentiating the curriculum for pupils at the earliest levels of attainment, the LA is promoting the use of the 8 differentiated levels of development in each subject of the curriculum developed by the QCA, pre-national curriculum Level 1 (P Levels).

- 3.10 Schools should arrange the **additional and different** provision required, enabling pupils with SEN to make reasonable progress. This might include:
- the provision of different learning materials or special equipment
 - group or individual support
 - extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
 - staff development and training
 - one-off or occasional advice on strategies, equipment or training from LA support services
- 3.11 The additional and different provision is specified in an IEP, and set in the context of the general flexibility of curriculum entitlement for all pupils. The class or subject teacher plans and implements the IEP. Schools must consult with /inform parents if an IEP is proposed and their child considered to be at School Action or School Action Plus.
- 3.12 In the interests of reducing bureaucracy, however, schools will need to make a judgement as to whether an IEP is necessary if the school can demonstrate that it has sound arrangements for monitoring the progress of pupils. In some circumstances it may also be appropriate to produce a 'group' IEP for particular types of intervention (see paragraphs 3.47 to 3.50 below on provision mapping).
- 3.13 The School Based Review (SBR) has proved a good forum to analyse whether the curriculum and IEP does meet the needs of pupils with SEN. By monitoring the progress of particular groups vulnerable to underachievement, the necessary adjustments to curriculum planning can be made. This is not simply a matter for the SEN department, but a matter for the school as a whole. Where they exist, CBRs are effective arrangements for planning and agreeing support for a child, drawing on the resource and expertise of the other schools in the cluster. Alternatively, the DIF provides an effective mechanism for arranging joint packages of support (see paragraph 2.18)
- 3.14 Groups which schools may wish to consider at risk of underachievement include children often absent or at risk of exclusion from schools and children from teenage or lone parents, families living in poverty, workless households, families living in temporary accommodation, parents with mental health, drugs or alcohol problems, families with a parent in prison or known to be engaged in criminal activity, families from minority ethnic communities, families of asylum seekers, parents with disabled children, and families with a disabled parent. The actions agreed for these groups at an SBR should inform the School Improvement Plan. This is particularly important, since the attainment of underachievers is a National Priority, which is linked to the LA's CYPP.
- 3.15 Provision at School Action is action taken to support a child or children, without recourse to direct support from other agencies. It includes action taken by school staff but also can include community action involving advice and training from a variety of sources, including other schools, specialist outreach services, educational support services and other agencies. This may lead to the commissioning of specific school improvement activities, which could involve a

number of support services/schools in partnership. Increasingly this commissioning will take place locally as the Kent Children's Trust develops.

3.16 In **pre-school** settings there should be a graduated response to meeting the needs of children. Early Years Action should be in place when those working day to day with the child, or the SENCO, identify that a child has SEN. The practitioner and the SENCO work together to provide appropriate interventions. These interventions are additional to or different from those provided as part of the setting's usual curriculum and strategies. An individual Education Plan will usually be set up. The approach will focus on:

- Assessment, planning and review
- Grouping for teaching
- Use of people available in the setting
- Curriculum and teaching methods

School and Early Years Action Plus

3.17 Provision at School² Action Plus will add to and/or change the school strategies for support used under School Action, with specific involvement from external specialist services. Possible arrangements are described in the Kent Criteria (Appendix 3). The need for external agency involvement arises when a child's rate of progress is less than expected/appropriate or where the child has more complex needs requiring direct support from the other external agencies. It is important to realise and accept that children progress at different rates and that increased action does not necessarily achieve better pupil outcomes.

3.18 Support for schools from most LA services is now allocated into Cluster and centrally managed services. Cluster based staff include the following services:

- Local Education Officers
- Educational Psychologists
- Specialist Teachers (including those with specialisms in Cognition and Learning, Communication and Interaction, primary Behaviour, Physical and Sensory and Early Years)
- Education Welfare Officers
- Secondary Behaviour Service, including Pupil Referral Units (from September 2007)
- Alternative Curriculum Service (from September 2007)

3.19 Other services available to schools are:

- Psychology Service
- Adult Education Service
- Special Schools Outreach Services
- Minority Communities Achievement Service
- Joint Commissioning Service

² While references to schools throughout this document normally includes references to early years settings (except where it deals with delegated budgets), there is a specific reference to Early Years settings towards the end of this section.

- Partnership with Parents
 - Schools Advisory Service (ASK)
 - Connexions
 - Youth Service
 - Children's Therapy Services
 - Special Teaching Service Strategic Service
 - Community/Health Services
 - Children's social care
- 3.20 CBRs are now developing well in response to schools' need to target cluster resources. The focus of the review is to provide strategic direction for AEN provision within the cluster, to manage effectively the time allocation for cluster based staff and to support the planning for any child or young person where the school, using all its resources, has not been successful in meeting the needs.
- 3.21 While Early Years Action within **pre-school** settings will meet the needs of many children, if the child does not make adequate progress the SENCO may need advice/support from external agencies. Early Years Action Plus will include additional or different strategies to those provided for the child through Early Years Action and a new IEP will usually be set up. The approach will follow the same outline as described at paragraph 3.16 but strategies and interventions will usually be planned in consultation with external sources of advice and support.
- 3.22 Decisions about individual pre-school pupils are to be taken with other agencies and services at the Multi-agency Early Years Meeting (MAEYM), SBR, Early Support Intake Meeting, or CBR. These reviews are also to be used to develop policy and practice for SEN within the school and pre-school setting by reviewing whole-school/setting practice where there are areas of concern. Information gathered through these reviews will contribute to the needs analysis and business planning process of the schools' cluster groups.
- 3.23 Some of the work of support services will provide the training necessary for school and setting staff to make appropriate provision, to support the development of the curriculum, or to provide more effective learning opportunities for all pupils. Support Service staff may work with individuals, groups or whole classes of children, or more indirectly by providing advice, support or training for individual, groups or whole school/setting staff teams. A recent development has been the Early Support Programme developed in response to a government initiative for children under 5 and their families (see paragraphs 5.26 – 5.27).
- 3.24 If provision is effective, expected pupil progress should be achieved and the need to undertake actions which are additional to or different from the usual differentiated curriculum, reduced. In this way the numbers of pupils requiring intervention at School/Early Years Action or School/Early Years Action plus, should be kept to a minimum. The key indicator for decision making is the progress the pupil makes.

Common Assessment Framework (CAF)

- 3.25 The CAF is a multi-agency assessment tool for use in early intervention. It is a framework that will be used as a tool to support practice and it will enable and

encourage information held by agencies to follow the child. It will help build engagement with families and start the process of change whilst helping practitioners to organise their thinking. Kent is currently in the process of considering draft guidance and procedures with a view to developing a model for piloting within the Children's Trust Pathfinder areas before being rolled out across the county.

Lead Professional

- 3.26 The lead professional is not a new role or job title but a set of functions that need to be incorporated across the children's workforce and carried out for any child or young person receiving integrated support. The function aims to ensure that services are co-ordinated, coherent and achieving intended outcomes. The identified lead professional will act as a single point of contact, reducing overlap and ensuring consistency.

Statutory Action

- 3.27 The support strands set out in the SEN Code of Practice represent a preventative process and for the majority of children with SEN, School/Early Years Action or School/Early Years Action Plus will enable them to make expected progress. For some children, the school/setting may be able to move them from School/Early Years Action Plus to School/Early Years Action or, in some cases, to stop making special educational provision altogether.
- 3.28 There will be a small group of children for whom schools/settings will not be able to meet their needs through School/Early Years Action/Action Plus, even with direct support from the external agencies. In these cases, the LA has a statutory duty to determine whether it is necessary to carry out a statutory assessment of the child's special educational needs.
- 3.29 In accordance with the requirements of the SEN Code of Practice, the LA has developed and implemented criteria (see Appendix 3) for special educational needs based on the four dimensions of need. These criteria assist schools/settings and all professionals concerned, including those from other agencies, to determine whether School/Early Years Action, School/Early Years Action Plus or Statutory Action may be required to meet a child's needs. The process of assessment is on-going, forming the basis of decisions about the actions that need to be undertaken to meet the SEN of individual children/groups of children.
- 3.30 In parallel with the application of these criteria, the LA delegates resources to Kent mainstream schools for supporting pupils at School Action, School Action Plus and at Statutory Action. This obviates the need for a school to make requests to have a child statutorily assessed to secure resources, thus enabling a more efficient, effective and seamless approach to meeting the child's needs. The LA has also introduced a delegated contingency funding scheme for pupils with very severe and complex needs who are on roll in mainstream schools (see paragraph 4.11 and Appendix 4). These arrangements are under review, however, as part of the Units and Designations Review.

- 3.31 A school, setting, parent or other agency can ask the LA to carry out a statutory assessment of a child's special needs. The LA must decide whether a statutory assessment is necessary using evidence provided by the school or setting, and taking account of the parent or carer's views. The evidence is considered by the Area County Panel, which comprises the Area AEN Manager (Chair), a Senior Educational Psychologist, an Area Inclusion and Achievement Adviser, a representative from the Specialist Teaching Service, and a head teacher representative.
- 3.32 In providing evidence for statutory assessment referrals, a school or setting should have regard to the statutory assessment criteria as set out at Appendix 3 and should make evidence available to the County Panel that:
- Describes the child's presenting needs and any diagnosis
 - Sets out clearly the child's levels of attainment and what progress the child has made over the previous 2/3 years, or more if appropriate
 - Demonstrates the strategies and interventions implemented and planned, including the involvement of various professionals and agencies
 - Provides completed Behaviour or Communication and Interaction Scales where the child has behavioural or communication and interaction difficulties respectively

Making and maintaining Statements of Special Educational Need

- 3.33 Once a decision is taken to carry out an assessment, advice is sought from all of the professionals involved with the child:
- The parents/carers
 - The school/setting³
 - The educational psychologist
 - The Medical Officer
 - Any other professionals involved eg a speech therapist
 - The child .

Again, the advice and assessments provided are considered by the Area County Panel and a decision is taken on whether to issue a Statement of SEN.

- 3.34 If the Panel agrees the child needs a Statement, it ensures that the Statement appropriately describes the child's needs and the provision required to meet those needs. The LA must then send a proposed Statement to the parent/carer who has a right to make representations about the content of the Statement and to express a preference for a maintained school where the child has reached statutory school age. When appropriate representations have been made and considered, the final Statement, with any necessary changes, is issued to the parent/care and school and also to all professional who provided advice.
- 3.35 If parents express a wish to their child to be educated in a mainstream school, the LA **must** comply with that wish unless it would not be compatible with the

³ The school/setting is asked to complete an Appendix B form at the referral stage and need not send any further information for the assessment unless they wish to up-date what has already been provided.

efficient education of other children with whom the child would be educated. Where parents express a wish for their child to be educated in a *specific* maintained school, the LA must comply unless the preference is unsuitable in terms of the child's age, ability or aptitude, or special needs, or it is incompatible with the efficient use of resources or the provision of efficient education for other children with whom the child would be educated.

- 3.36 If a decision is taken not to issue a Statement, the LA will notify the parents within two weeks of that decision and will usually issue a Note in Lieu. This is a document that, whilst not statutory, describes the child's needs and arrangements for meeting those needs and helps to clarify for parents and those who work with the child, his/her needs and how they should be met.
- 3.37 Parents have the right of appeal to the SEN and Disability Tribunal (SENDIST) when a Statement is not issued, or when a Statement is issued and the parent is unhappy with the content of the Statement or the school named. In any cases where there are disagreements with the LA about the decisions taken, the LA continues to work to resolve them through conciliation or mediation, involving the school/setting in this process.
- 3.38 Throughout the process the LA keeps parents informed and listens to their views. If necessary, disagreements are addressed through a process of disagreement resolution and, if the parent wants it, formal external mediation (see paragraphs 2.1 – 2.10).
- 3.39 The process and timetable for carrying out statutory assessment and issuing a Statement are set out in the SEN Code of Practice. Strict timescales have to be adhered to and Kent takes compliance with these timescales very seriously. In summary, LA's should take no more than 18 weeks from the date of referral to the date of issue of the draft Statement (except where there are exceptions as set out in the Code). From referral to the issue of the final Statement should take no longer than 26 weeks. The performance of LAs is measured through national performance indicators and Kent's performs in this respect is in the top quartile of LAs.
- 3.40 The LA maintains⁴ some 6,980 Statements of Special Educational Needs, of which just over 600 are for children from other local authorities. Of the 6,980 children with statements, approximately 2,600 attend Kent's Special Schools and approximately 4,100 attend Kent mainstream schools. For the remaining children with statements (approximately 250), Kent Schools cannot fully meet their needs, and they are placed, in line with their parents' wishes, in provision the non-maintained sector both within Kent and in the area of other Authorities.

When Statements are reviewed

- 3.41 The formal mechanism for reviewing Statements is the Annual Review process and revised guidance on this was issued to schools in March 2004. The process complies with the SEN Code of Practice and the Toolkit on conducting Annual reviews that forms part of the Code. It is important that the objectives are

⁴ Figures as at April 2007

thoroughly reviewed at this stage to gauge the degree to which they have been met. Where objectives have been met the Statement is rescinded. Where needs have changed, the school/setting should give careful consideration to any adjustments required to teaching strategies and support.

- 3.42 If a school/setting is unable to meet the child's needs, it should call an early Annual Review. In these cases, schools should make use of all of the resources available, including special school and other school outreach services. Schools should also seek advice and support through the CBR where this operates. Where CBRs are not fully operational, and where a child or young person's needs are severe and complex, schools are encouraged to refer them to the DIF for discussion and planning when they need access to resources that are not available through their own or cluster resources.
- 3.43 In all cases, where a Statement is amended following a review, parents have a right of appeal to the SENDIST if they are unhappy with the content of, or the school named in, the Statement. Again, the LA always works through conciliation and mediation to try to resolve any disagreements with parents.
- 3.44 While the LA is committed to working within the SEN Code of Practice and works hard to improve its performance in meeting statutory timescales, it is also aware of the need to incorporate the wider dimensions of social inclusion into its thinking about policy for pupils with SEN.

The need for differentiated and targeted interventions

- 3.45 Provision is sometimes expressed in terms of hours of support for a child, with less emphasis on who delivers the support and what it is to achieve. However, direct one-to-one support for a child is often not in the child's best interests as it does not support an inclusive approach and encourages dependency. This approach has tended to direct attention to only one strand of the package of provision often provided in school for a child with SEN.
- 3.46 Schools are required to describe more fully within the child's IEP, the variety of actions taken across all the strands and these should represent actions that are set out in the range of provisions that the school makes for children with special educational needs (provision mapping - see paragraphs 3.47 to 3.50). It is not sufficient, therefore, to describe a child's provision in terms of the number of hours of support to which he/she has access, particularly on a one-to-one basis. While the actions must be quantified where necessary and appropriate, the focus should be on what is to be achieved through this investment in time and the use of alternative approaches.
- 3.47 Schools are encouraged to produce a '**provision map**' that sets out the detailed arrangements for the range of 'additional to and different from' support the school gives to children with special educational needs. The ability to target all available resources effectively and efficiently across the whole school in support of individual pupils and groups of pupils, is a fundamental part of the SENCO's role. This is not an easy task. Tracking the use of resources across year groups and evaluating its impact is essential, however, if all children are to be treated

equally. The most recent ‘tool’ available to help SENCOs to do this is ‘provision mapping’.

3.48 Provision mapping is

- A management tool to detail the range of ‘additional to and different from’ support a school gives to children with special educational needs.
- A mechanism to encourage schools to audit children’s needs at all levels of the SEN Code of Practice, and to plan systematically how best to make the provisions that will be required to meet these identified needs.
- A mechanism that enables a school to develop their inclusive provision

3.49 A provision map sets out the resources used in each year group, both adult time and activity. For example, Year 5:

Handwriting skills small group (1x1 hour)	1:1	LSA	1 hour	£219.45 (19 weeks)
Numeracy – small set (5 x 1 hour)	18:1	Teacher (DH)	5 hours	£9064.90
Numeracy – small set (5 x 1 hour)	8:1	Teacher and LSA	5 hours 5 hours	£7071.80 £2194.50

This enables the school to evaluate more effectively and more easily how it is using its resources and reduces bureaucracy by reducing the requirement for detailed IEPs.

3.50 The DfES has produced guidance on Provision Mapping and Management in its document *Leading on Inclusion* which contains a range of examples of good practice. The LA has also written guidance entitled *Provision Mapping and Management for Primary Schools and Provision Mapping and Management for Secondary Schools* and these documents can be found on Clusterweb. The LA offers training to clusters, individual schools and SENCOs through commissions to the Inclusion and Achievement Team and through the ‘ten modules of training’ provided to SENCOs, School Leaders and Managers

3.51 Schools should always consider:

- the relative performance of particular groups of children or individuals against the peer cohort. This may be measured by a broad range of indicators such as making progress against targets based on prior attainment, attendance, exclusion, etc. Each year, schools receive value-added data that compares the progress of pupils with SEN against the whole pupil cohort from one key stage to another. Schools are asked to ensure this information informs their whole school review of pupil achievement to set appropriate school level targets.

- satisfaction of parents (and where appropriate children) with support
- the benefits of early intervention and preventative work as opposed to remedying more advanced difficulties at a later stage
- the improved educational attainment of children in receipt of special educational provision
- the positive relationship between inclusive schools and the improved performance of all children in the school

3.52 Schools should not assume that an increase in a child's SEN (or even their time in school) necessarily calls for an increased level of resource required to meet their needs although this may be the case. All schools need to provide:

- Increased curriculum differentiation and a variety of approaches to maximise the achievement of all pupils. These kinds of arrangements apply to all children and are not confined to special education provision (CoP 5:17 and 6.17).
- Suitable learning challenges which respond to pupil's diverse needs and overcome barriers to learning and assessment (NC 2000).
- A graduated response which makes full use of all available classroom and school resources, including the use of ICT (COP 5:20 and 6.22).

The need for these measures and advice may obviate specific additional resourcing. Advice may also be sought from the Inclusion and Achievement Advisers (ASK), on best use of resources.

3.53 For many children with special needs, particularly those with severe and complex needs, schools and the LA need to work with other agencies to plan carefully provision for children and young people at all transition stages. This is particularly vital when the child or young person is moving from one type of provision to another or out of education to the community or into some form of sheltered or residential accommodation. The LA is currently working with the other agencies to develop protocols and good practice guidelines to improve the process for planning and co-ordinating key transition phases for children and young people and this is reflected as a key target within Kent's *Towards 2010* plan.

3.54 For those children who have statements of Special Educational Needs, the SEN Code of Practice sets out clear guidelines for planning and managing key transition stages in the child or young person's education through the Annual Review process. The LA and schools have a statutory duty to ensure that Statements are subject to effective review and action in advance of these times.

4 SEN RESOURCES

4.1 Schools are currently resourced to provide high quality education for all pupils including those with SEN. They are inspected by Ofsted against National Curriculum and Inclusive Education Guidance. The particular needs of pupils with AEN/SEN must be met and schools are expected to use not only the resources directly available through delegation but to collaborate with other schools through the cluster arrangements to use all resources to best effect, including the use of specialist outreach services. Resource deployment will depend on a number of factors. These include:

- size of budget
- size of school
- age range of pupils
- type and level of need within the school
- number of statements and IEPs to be managed
- number of staff to be managed
- management structure
- expertise of staff
- LA resources available to the school

School based funding arrangements

4.2 The Funding arrangements for SEN in Kent and advice on School Action, School Plus and Statutory Action (through the Kent Criteria, April 2002) are the main determinants of how provision for children with SEN is planned.

4.3 Until April 2001, SEN funding in Kent was allocated according to a SEN profile of needs relative to the 1994 Code of Practice. Each school's profile was calculated from the latest moderated SEN audit submission. From April 2001, funding arrangements have been changed to remove the acknowledged perverse incentive of identifying need to attract additional resources. The changes have been phased in over four years for primary schools and two years for secondary schools. The new formula is based in Additional Educational Needs (AEN) using low prior attainment and range of social factors as a close proxy for SEN.

4.4 **Low prior attainment** is measured from baseline assessment for infant age pupils, end of Key Stage 1 for junior age pupils and end of Key Stage 2 for statutory age secondary pupils. There is no low prior attainment funding for sixth form pupils. Low prior attainment is measured for all children in the relevant age group by matching their attainment using their unique pupil number (UPN). The information is updated each year to take account of the new children and those that have left or transferred to other schools. Children who cannot be identified from their UPN or those who were absent or disapplied from the tests are ignored.

4.5 The resulting percentage of pupils with matched records is applied to the total funded roll for the relevant age group to determine the number of pupils with low prior attainment for the AEN formula. The percentage of infant children with low prior attainment for 2004/05 and 2005/06 has been frozen at the levels used for the 2003/04 budgets (based on the baseline assessment of children in 2000/01

and 2001/02 school years). Low prior attainment funding is allocated on 3 levels in the ratio of 1:5:15 with the highest funding per pupils for those children 3 levels below expected. 75% of the overall delegated funding to schools for AEN is allocated according to low prior attainment.

4.6 **Social factors** take into account six measures:

- Number of pupils eligible for a free midday meal
- Deprivation indices for pupils' home addresses
- Number of children looked after by authority
- Number of children without English as their main language
- Number of traveller children
- Number of refugee children

4.7 The number of pupils eligible for **a free meal** is based on those identified in the annual census divided by the full time roll. The resulting percentage is multiplied by the total funded roll (including sixth form students) to determine the number of pupils for this element of the AEN formula.

4.8 The number of pupils qualifying for the deprivation factor is calculated using local **indices of deprivation**. The **postal address** for each child in the school is matched to its national census super output area. The indices for each child are totalled by the number of children to determine the average for the school. The average indices are weighed on a sliding scale applying a higher weighting to the more deprived areas. The weighted average index for each school is multiplied by the total roll used for pupil-led allocations. The weighted pupil numbers are scaled by a County factor to determine the number of pupils in each school used for this factor. The scaling factor ensures that across the County there are the same numbers of pupils for the deprivation factor as those funded for free school meal eligibility.

4.9 The number of **pupils without English** as a first language, the number of looked after children and the number of **traveller children** are identified from PLASC. The number of **refugee children** are identified from the authority's records. In each case the number of children is multiplied by the funding rate for the appropriate phase. 25% of AEN funding is allocated according to the six social factors.

4.10 The **funding for Teaching Assistants (TA) and Tutors** to support pupils with statements of SEN is allocated separately. All schools receive a fixed lump sum allocation that represents the average costs of supporting a statement in Primary and secondary schools. Schools also receive an allocation using the same low prior attainment and social factors described above.. Funding was first delegated to secondary schools in April 2001 and primary schools from April 2002.

4.11 **Children with statements for very severe and complex needs** are funded according to their band of need. Pupils are identified according to 1 of 12 bands. Funding is allocated as a fixed tariff for the band and represents the average cost of supporting all the children within that band. Funding was initially allocated for children identified from the authority's SEN database according to their primary need type and the hours in the statement. Funding for new children identified

- after responsibility was delegated is based on those approved by a panel of head teachers according to published criteria. Funding is initially allocated from a contingency fund in the first year and is included in the formula for each subsequent year that the child remains on the school roll. Very severe and complex needs funding is only recovered if the child transfers school during the first year or is permanently excluded. Very severe and complex needs funding does not transfer with the child when they change school except for transfers between separate infant and junior schools. Schools taking children from other schools would have to reapply to the panel of head teachers (see Appendix 4). The arrangements for supporting children through this funding are the subject of a review as part of the Units and Designations Review.
- 4.12 Funding for **children in SEN units and special schools** is allocated via separate formulae based on the number of places in the unit or school. The arrangements for supporting children in units and designations are currently under review.
- 4.13 Additional funding is allocated to a limited number of **schools with the highest social deprivation**. Funding is allocated to the 60 primary and 20 secondary schools in the most challenging circumstances. Challenging circumstances are determined as those schools with the highest levels of AEN funding per pupil. Funding is allocated to the 20 primary schools and 10 secondary schools with the highest challenge as an equal amount per pupil funded for the average age weighted pupil allocations (excluding sixth form students). The next 40 primary and 20 secondary schools receive a lesser amount per pupil on a tapered scale according to their relative challenge. Additional deprivation funding is also allocated to the 15% of schools with the highest number of pupils eligible for free meals and to those schools with refugee children. In each case funded is allocated according to the number of qualifying pupils.
- 4.14 The SEN CoP (5:35 and 6:38) suggests that it is good practice for the cost of the SENCO to be set against the school's base budget (AWPU) rather than against additional funds delegated to meet SEN.
- 4.15 *The LA expects that school based funding will normally secure appropriate **SENCO provision**, SEN staff training and resources as identified on individual Education Plans.* Governing bodies are required to account for this through Kent's Financial Scheme for delegated management arrangements. The Financial Scheme includes a comprehensive description of all the formula factors including those covered in this guidance.
- 4.16 There is a range of options for schools to take when deciding how to use their SEN delegated budgets. There is no single **spending plan** that would guarantee success or would be appropriate in every case.
- 4.17 The formula for allocating funding to schools uses a method that ensures equitable distribution. It does not reflect a 'cap' on AEN spending. Schools will experience peaks and troughs and are expected to manage these changes from within the totality of their delegated budget, including funds available in reserves that are not earmarked for specific projects. Schools need to ensure that they meet the highest priority need first (see Section 3, paragraphs 3.47 to 3.50).

Funding retained by the LA

- 4.18 Most of the funding and resources to meet the needs of children with AEN and SEN is already delegated or devolved to schools. The LA remains responsible for:
- Funding LA support services including the Advisory Service Kent, Education Psychology Service, some centrally employed Specialist Teaching Service
 - Contributing to the cost of highly specialist equipment for those children and young people whose full access to the curriculum would otherwise be prevented.
 - Ensuring that the appropriate statutory agencies provide services to schools, parents and pupils such as speech and language therapy.
 - Statutory assessment processes, arranging assessment or other places in special schools, managing the process for the allocation of contingency funding to meet pupils' very severe and complex needs, arranging and managing out-County placement purchase where necessary (a fuller list can be made available on request).
 - Commissioning and purchasing special needs transport

Expertise and opportunities

- 4.19 The LA considers resources in the widest possible sense to include staff time and/or expertise, information, equipment, worksheets, specialist advice, buildings, budgets and so on.
- 4.20 Independent learning is facilitated by a range of means (CoP 5:49 and 6.57). Support may be delivered individually or in a group setting and may be provided through various routes including:
- Volunteers including parents
 - Classroom or teaching assistants and class teachers
 - LA Support Service staff e.g. Cognition & Learning, Behaviour Support teachers
 - Speech Therapists or Physiotherapists
 - Early Years Service e.g. Portage, Child Development Centres
 - Liaison time with pupils, parents and other agencies
 - Staff training
 - Other pupils eg buddies, mentors, older or more able pupils as learning tutors
- 4.21 As well as special support from Cluster-based LA support staff, expertise and support is commissioned by and provided from sources including:
- LA centrally managed services
 - Family Liaison Officers
 - Special schools and units/designations outreach/inclusion services

- Adult Education Service
- Advisory Service Kent
- Connexions Service
- Youth Service
- LA funded communication and interaction outreach services
- Children's therapy services
- Community Paediatric, and Child and Adolescent Mental Health Services
- Social Services

4.22 The development of clusters has presented more opportunities for **multi-disciplinary approaches** to the planning and delivery of provision for children and young people. Partners are improving joint working arrangements for individual children, individual schools and groups of schools. The Local Education Officer plays a key role in ensuring the co-ordination, and supporting the development and planning, of local integrated services.

4.23 The LA is committed to delivering the government agenda in respect of the **use of ICT** in the provision for children with special educational needs. An SEN ICT Strategic Manager, through joint working with other partners, delivers a strategy for ICT which promotes the teaching and learning of pupils with SEN and disabilities through the use of ICT and the identification and dissemination of best practice to provide increased curriculum access. The ICT Strategic Manager:

- Works to a ICT development plan
- Leads on planning for capital investment and external funding procurement
- Provides professional leadership in the use of ICT to enhance curriculum access
- Works to establish effective working practices with other services/agencies and divisions
- Is developing and managing an audit of ICT skills

Training, advice and support for staff working with children with special educational needs

4.24 For schools to be inclusive, in line with the statutory statement on inclusion in the National Curriculum 2000, professional development for teachers and teaching assistants is essential. It is essential for teachers to feel confident in personalising the curriculum and their teaching to match pupils' differing needs, learning styles, and linguistic and cultural backgrounds. They require training on alternative ways for:

- pupils to access tasks;
- using flexible grouping arrangements;
- managing pupils that have challenging behaviour;
- organising teaching assistants' support for pupils;
- ensuring development opportunities for support staff through CPD;
- setting targets and tracking pupils' progress toward their goals, including the use of P levels;
- and working in partnership with parents.

- 4.25 Professional development has a key role to play within inclusive education and is promoted through the following:
- professional development to support inclusion is featured in most priorities in Kent's CFE Business Plan
 - LA training for school-based (teaching and non-teaching) staff and governors, parents/carers, LA staff and multi-agency partners, and Members of the County Council
 - the Code of Practice highlights the need for training of all staff to ensure that all teachers are teachers of SEN.
- 4.26 The government's SEN Strategy, Removing Barriers to Achievement (2004), outlines its expectations for teacher training at all levels, ITT to NPQH. Within this it defines three layers of skills; **core** (for all teachers in all schools), **advanced** (for some teachers in all schools) and **specialist** (for teachers in some local schools). Kent's Training Framework incorporates all of these levels.
- 4.27 Kent has published on Clusterweb an SEN Training Manual which concentrates on ensuring an appropriate level of competency in skill, knowledge and understanding to support specific groups of children and young people within the four dimensions of need outlined in the SEN Code of Practice 2001. **Communication and interaction; behaviour, emotional and social development need; cognition and learning; and sensory and/or physical.** It also pays particular attention to the needs of the **Special Educational Needs Co-ordinator and to those responsible for care.**
- 4.28 The Framework informs teachers and support staff of the training opportunities available in Kent. Each dimension is organised in sequence from early foundation or awareness training, through 'core activity' to more advanced or 'specialist' knowledge. These are referred to as development pathways.
- 4.29 It is envisaged that other courses offered by Kent services, such as Special School Outreach Services, Cluster Lead Schools, the Specialist Teaching Service and Kent Psychology Service, or independent providers can be aligned to the 'pathway'. This offers teachers, SENCOs, teaching assistants and care workers, and in some instances parents, greater flexibility in building a portfolio of training.
- 4.30 Other training exists for SEN Governors and for the broader spectrum of additional educational needs, and this is set out elsewhere.
- 4.31 Within the new structure of Children, Families and Education there is a cohesive framework of training in relation to meeting needs of children with an educational and medical dimension e.g. autism, ADHD and where care and educational needs exist. All partners within CFE engage with others in planning for meeting the needs of Looked After Children and providing multi-agency packages of support to meet needs locally.
- 4.32 The LA works closely with Canterbury Christ Church University and other institutes of Higher Education to co-ordinate training delivery. The audience for professional development activity includes Governors and schools (both teaching

and non-teaching staff). Centrally delivered training for non teaching staff is organised by the Learning and Development unit and includes induction for newly appointed Teacher Assistants.

- 4.33 A particular focus of this joint work is the development of SENCOs and to this end Kent LA and Christ Church University College have made a joint appointment. This person works both with lecturers at the University College and within the I and A team of advisers, to develop induction, modular training and advanced courses for SENCOs. These cover a range of needs such as understanding data, tracking pupil progress, provision mapping and a range of programmes associated with meeting communication and interaction needs.
- 4.34 The LA has established a training and support programme “Improving Together Network”. Schools can keep up to date with all matters relating to raising standards, including SEN issues, through regular breakfast and twilight meetings. Schools are free to choose providers beyond Kent. Sessions for school SENCOs are particularly valued.

5 AUDITING, MONITORING, REVIEWING AND PROVISION DEVELOPMENT

- 5.1 Admissions of children with SEN without a statement to maintained schools is covered in the DfES guidance "Code of Practice – School Admissions".
- 5.2 For all community and voluntary controlled schools, a common admissions policy operates. Admissions of children with SEN but without statements are determined and controlled by the LA and, in determining those admissions, the LA does not use special educational needs as a criterion to refuse a place to a child or young person. There is also a duty to ensure that admissions arrangements comply with disability legislation.
- 5.3 For children and young people with SEN but without statements seeking a place in a foundation or voluntary-aided school, the schools determine the over-subscription criteria to be applied in the admissions process. These schools have their own admissions arrangements but they may not refuse to admit a child or young person because he/she has special educational needs and they must comply with the requirements of the legislation on disability in their arrangements for admissions.
- 5.4 The LA arrangements for monitoring the identification of pupils at School Action Plus and the progress that they make is linked to a central database that records data from the Pupil Level Annual Schools Census (PLASC) return. This information is conveyed to schools and officers via the AEN/SEN Annual Return (see paragraph 5.12).
- 5.5 The Admission of children with statements is covered by the SEN Code of Practice and is monitored by the AEN and R Team. If the LA names a school in a Statement, the school must admit, although the LA must consult the school first. If necessary (and as a last resort), the Managing Director of CFE or his representative will instruct a school to admit a pupil with a Statement in order to ensure compliance with the SEN Code.
- 5.6 All admissions authorities give priority to Looked After Children (many of whom have SEN). In addition, joint working between Education, Social Services and Health is taking place within the framework of CFE to streamline and co-ordinate transition planning at various key stages in the child's life.
- 5.7 A fundamental aspect of supporting the aspiration of smooth transition for all children with AEN/SEN is the training of SENCOs Year heads and/or Key Stage managers in both primary and secondary schools to ensure that planning for secondary transfer commences effectively in Year 5.
- 5.8 While the admission of children with SEN to school is an important LA function, the monitoring of attendance and exclusion practices must complement it. A new database is in place to enable the LA to deploy its resources to maximum effectiveness by enabling accurate analysis of a wide range of information about pupils with statements and other needs.
- 5.9 Both the LA and each individual school have a duty to review their provision for SEN. A Self Evaluation Tool Kit for Learners with Learning Difficulties and

Disabilities (learning difficulties covers SEN) has been developed by a group of officers and practitioners to guide and simplify this process.

- 5.10 The process is aligned to the Ofsted Self Evaluation Form(SEF) and the Ofsted inspection framework (Sept 2005). It allows for judgements to be made against a range of criteria and evidence to be identified. An overall profile is produced of strengths and development needs that can feed into the School Improvement planning cycle.
- 5.11 The Inclusion and Achievement advisers scrutinise **OfSTED reports**, national and local performance data and conduct monitoring visits to all educational settings, including out-of-county provision. They provide training on key aspects of strengthening provision.
- 5.12 **Progress rates of pupils with SEN** are set against those for the whole cohort, using national curriculum end of key stage assessments expressed as 'residuals'. There is a robust procedure for the moderation of P levels. Schools are made aware of levels of school performance that can trigger concern and this information is part of the discussion that takes place annually between the LA and the school on school improvement
- 5.13 The **Provision Evaluation Officer's (PEO) role** focuses on children placed in the independent and non-maintained sector, including children who are looked after by the LA. The PEO:
- Monitors the practice, provision and deployment of resources for children and young people with statements of SEN and provide data for evaluation purposes.
 - Monitors and evaluates the outcome of the provision in the Statement of Special Educational (SSEN) on the progress of individual pupils against their educational and non-educational targets.
 - Monitors and inspects schools on behalf of other LAs in the Regional Partnerships as part of joint reciprocal arrangements
- 5.14 **Other officers** that contribute to the auditing, planning, monitoring and reviewing provision include:
- Specialist Teaching Services (representing the four dimensions of SEN with the addition of Education Welfare Officers and the Early Years AEN Service)
 - Care Standards Officer
 - Looked After Children Advisers
 - Drugs Advisers
 - Educational Psychologists

Special School Review

5.15 Special school provision was reviewed 2002/03 in order to match current and emerging needs to available provision and resources.

5.16 The overall aim of the review was:

“To secure provision for all Kent children with special educational needs that provides them with a quality education meeting their educational, health and social care needs within or as close as possible to their home and community setting”.

5.17 The wider objectives and principles for change are to:

- Provide more special school places in some categories of need.
- Increase in-County provision for children with SEN otherwise needing out-County placements and to reduce the residential placement of pupils.
- Increase inclusion of pupils with lower levels of need in mainstream schools and units and reduce numbers of special school places in parallel.
- Provide pupils with more flexible placements of shorter duration in special schools in partnership with mainstream schools with access for younger children.
- Pool budgets for integrated care, education and health support for meeting children’s needs locally in a much more flexible way than is currently possible.
- Enable special schools and units to be supported operationally by other agencies.
- Create equity of access to special schools across the County in proportion to need trends.
- Recognise and build on quality, including maintaining the skills of excellent staff, within special schools and units attached to mainstream schools and other specialist staff within the LA and other partner agencies.
- Create only that change to the current systems of each of the three main agencies that is needed to bring these aims into play, and generate least disruption for children and their families.

5.18 The review has resulted in a phased process of change, which is currently being implemented. The change, including all building works, is expected to be completed by the Spring 2010. The current capital cost for the review is £105m: the County Council has committed £85m to funding it, the remaining £20m being provided through the rolling out of the Building Schools for the Future programme in Gravesham and Thanet.

The role of special school early years and post-16 provision

- 5.19 The proposal, approved by the Strategic Director in June 2005, was that provision would be made for the 0.5% of pupils with the most profound and severe learning difficulties within the localities of the 11 District Special Schools for profound, severe and complex needs (PSC), as designated in the Special School Review. This provision will ensure greater equity of access to education for 3-5 year old children with profound and severe learning difficulties across the county, and supports responses to the Kent Early Years Strategy for Children with Special Educational Needs consultation document (December 2003).
- 5.20 The provision, governance and accountability arrangements are planned within the context of Kent's development of Clusters, extended schools, children's centres and wider multi-agency collaborative working. The current position shows that of the 11 District PSC Special Schools, 5 have education provision for early years on site, 3 have provision off site, 1 has alternative provision within its locality of which it is involved in governance, and 2 are currently developing proposals for provision.
- 5.21 A further development of the special school review has been the expansion of provision to include post-statutory age children. This development will ensure there is a flexible continuum of provision for this age group across both mainstream and specialist settings. Additionally, it will ensure that specialist provision is aligned and integrated with other developments as part of the 14-19 strategy (see paragraphs 5.28 – 5.29).

Review of Units and Designations in mainstream schools

- 5.22 In 2003, following the review of special schools across Kent, Members agreed to review units and designations in mainstream schools.
- 5.23 The objectives of this review are to:
- Ensure the organisation of provision reflects the changing learning difficulties and disabilities of children
 - Support mainstream schools in becoming more inclusive and accessible to children
 - Reduce the long distances travelled by many children
 - Ensure complementary provision to that available in special schools
- 5.24 The review is being conducted through a multi-disciplinary approach with all agencies being represented on the steering group. In order to ensure a continuum of provision for all children living within each cluster, the review will also consider the provision available for very severe and complex needs currently funded from the Very Severe and Complex Needs delegated budget. To achieve the objectives of the review, provision will be commissioned from the cluster. The idea of a 'unit' is being refreshed making it more flexible and responsive to cluster needs, through the introduction of a cluster-lead school for each specified need type. The cluster-lead school will be accountable to, and funded through, the cluster Board.

- 5.25 New funding mechanisms are being developed and will be consulted on in the Autumn 2007 and proposals will be put before Cabinet in January/February 2008.

Early Support Programme

- 5.26 Early Support is a central government mechanism for achieving better co-ordinated, family-focused services for young disabled children and their families across England. The programme, funded by DfES through the Sure Start Unit, has been specifically developed for children under the age of five.
- 5.27 Kent has established a strategic working group to lead on and coordinate the implementation of Early Support across the County and local implementation groups in most Districts. Whilst most areas are at an early stage of implementation, there are team around the child reviews and multi-agency assessments happening in a number of Districts. Key working services are also in place in a number of Districts. The service has enabled professionals to work more closely together to provide a more seamless service for families. As part of the local Children's Trust arrangements in Shepway, Early Support will pilot the common assessment framework and lead professional functions (see paragraphs 3.25 – 3.26).

14 – 19 Strategy

- 5.28 The 14-19 Strategy is being implemented in Kent to improve choices and life chances for all young people so that they can have access to more relevant learning for longer to enable them to gain qualifications for entry to employment or further and higher education. It represents a partnership among schools, the LA, FE colleges, the Learning and Skills Council and Work Based Learning providers. The strategy has a number of strands to it that include:
- The development of Specialised Diplomas offered by consortia of providers (schools, colleges and work-based providers) containing pathways to accommodate a wide range of aspirations
 - The development of vocational centres providing pre-vocational and vocational learning for young people to support their route into employment or further learning
 - The introduction of a countywide on-line prospectus to facilitate the search for and application to courses by young people
 - The development of an Information, Advice and Guidance service to ensure that all young people have access to expert and timely information to help them make their choices
- 5.29 The new choices for young people do not replace the national curriculum but offer a much wider choice of options that will enable them to pursue learning that is more relevant to their circumstances. For those young people with learning difficulties and disabilities, this is particularly important. To ensure effective outcomes for these young people, the LA's arrangements for monitoring the

implementation of the strategy includes arrangements for focusing separately on this group.

6 COMMITMENT TO HIGH QUALITY SEN PROVISION

- 6.1 Kent is committed to providing excellent provision and services to ensure the five outcomes for children, as set out in the ECM agenda, are met. For children with special educational needs it has expectations and aspirations that are as ambitious as they are for all other children and it is determined that these children will have the opportunity to achieve their full potential and, in many cases, exceed expectations.
- 6.2 It believes that its current plans and projects are on course to deliver to its expectations and it will continue to achieve excellence through the work that it is doing to:
- Provide special schools that have sufficient places from pre-school to post-16 to meet the range of children's very severe and complex needs in a safe, pleasant and well-equipped environment
 - Develop Children's Trusts and provide a continuum of integrated services for all children and families, underpinned by an effective Early Support Programme, the Common Assessment Framework and lead professional role
 - Implement the 14-19 Strategy to provide those young people of Kent who have learning difficulties with a range of flexible options to prepare them for productive and fulfilled participation in the economy and society
 - Provide excellent mainstream provision for the range of children's severe and complex special needs through the development of cluster lead schools
- 6.3 Kent has made excellent progress towards achieving these goals. However, it sees the work being done as an on-going process where successes are being built on and improvements will continue to be made from which all children, including those with special needs, and their families, will benefit and in which confidence in services can be developed and nurtured.

Appendices

Appendix 1 National and LA Guidance

Appendix 2 Cabinet Members' Statement on the education of children and young people with special educational needs – 14 June 2004

Appendix 3 Criteria for SEN at School Action/School Action Plus and Statutory Action

Appendix 4 Scheme for Funding Very Severe and Complex Needs

Appendix 1 lists all of the national and LA guidance documents and legislation that informs the LA's arrangements for meeting the needs of children and young people with SEN. Hard copies of the documents referred to in Appendices 1, 3 and 4 are held centrally at County Hall. Further details are available from the office of the Director, Commissioning Division (Specialist Services) (01622 694437).

A copy of Appendix 2 has been attached to this document.

*Joanna Wainwright
Director Commissioning Division (Specialist Services)
Sessions House
County Hall
Maidstone ME14 1XQ*

Appendix 1

National and LA Guidance

- Education Acts 1993, 1996
- The Children Act 2004
- National Curriculum 2000
- SEN and Disability Act 2001
- SEN Code of Practice 2002 and Toolkit
- Inclusive Schooling 2002
- CYPP Plan 2006-2009
- SEN Policy 2002-5 and associated guidance and policies
- Accessible Schools 2002
- Kent LA OfSTED Inspection reports
- Removing Barriers to Achievement: the Government's strategy for SEN 2004
- The Report of the Special Schools Working Group DfES 2003
- Every Child Matters 2003
- Every Child Matters: Next Steps 2004
- "The future of SEN provision in Kent" – Committee paper to Pupil Services Board, & Education and Libraries Committee 1999
- Inclusion Policy 1999
- 14-19 Strategy
- "Next 4 Years" – Kent County Council's strategic plan for the next 4 years
- Cluster Plans 2004
- Towards 2010
- SEN Transport Policy
- LLDD self-evaluation tool for schools
- Meeting the needs of autistic children (November 2000)
- ADHD Policy and Guidance 1999
- Meeting the needs of children with HI, VI and PD (June 1998)
- County Guidance Criteria for Special Educational Needs
- Special School Review (Cabinet Paper December 2001)
- Units and Designations Review paper to Cabinet, March 2007
- Draft Policy for the Future Role of Special Schools 2004
- External evaluation of project work
- Accessibility Strategy Framework
- Policy on the education of children and young people with medical needs 2
- District Inclusion Forum: policy and procedural guidelines document
- National guidance documents (2006) on Common Assessment Framework
- National guidance documents (2006) on Lead Professional role
- Delegated Conditions 2007 (early years free entitlement)

Cabinet Member Statement on the Education of Children and Young People with Special Educational Needs

Over recent years, Kent County Council has devoted significant resources to reorganising its provision in schools and services to better meet the special educational needs of children and young people. The safeguarding and wellbeing of children is at the centre of that agenda combined with enabling every child to achieve their full educational potential and maximise their life chances.

This approach recognises that every child is different, parents have choices and that no single prescriptive solution can be applicable to meeting individual needs. For this reason, we have a wide range of excellent special school based provision in Kent to meet the most severe and complex needs of children together with support strategies for meeting the needs of children in our mainstream schools and to provide support for the schools themselves.

Some children will Learn and thrive in a mainstream school; others will do better if their needs are met in more specialist provision. If a child has needs at School Action or School Action Plus, we are confident that these needs can be met in a mainstream school. We also believe that the majority of pupils with statements of special educational need can be met in a mainstream school with inclusive practice and proper support. This support will often come from special and mainstream schools working together in clusters.

We are firmly committed to the Local Preventative Strategy adopted by the Council which builds on a long standing history of collaborative multi-agency work in delivering preventative and early intervention services for vulnerable children and families. The strategy demonstrates how prevention is everybody's business and details Kent's commitment to provide all children with greater opportunities for Learning, developing and thriving in supportive, nurturing and inclusive environments. These commitments are underpinned through the Next Four Years Targets, Local Public Service Agreement and the organisation's business plans.

Several highly significant strategic initiatives within the Education Directorate have a relationship with the local preventative strategy. All Together Better is a long-standing initiative focused on improving inclusion of children with additional educational needs in mainstream schools.

The recent Best Value Review and implementation plan has seen the LA focus on collaborative working with schools. Schools in each District are organised into clusters with Headteacher representatives making up Cluster Boards. Staff from the LA assists each Cluster Board in drawing up and implementing cluster plans that result in improved outcomes for children within their locality. Within Clusters the identification of different results achieved by similar cohorts has developed working between schools to increase opportunities for all pupils and raise academic attainment.

The recognition by clusters of their responsibility for all children within their community has initiated work around non-attendance, the re-integration of pupils presently out of school and in preventing future school exclusions. Clusters will also be represented on

multi-agency planning forums, which will commission and develop services for children and young people with a primary focus on the implementation of the preventative strategy.

The Special School Review aims to meet the needs of children with disabilities within Kent schools and to decrease the numbers of children who live at long distances from their families. In addition to the Special Schools review there is a greater focus on provision and the delivery of services for children and young people with additional and special educational needs in order to improve outcomes within the broader perspective of improving educational attainment and achievement for all.

Special Educational needs are, of course, changing with societal change and the changes in medical practice in recent years. We are particularly conscious of the growing need in our community for specialist support for children with behavioural emotional and social difficulties and with communication and interaction difficulties. The special school review has reshaped provision to meet these needs in specialist provisions in Kent to avoid the need for more expensive out of county placements.

These important areas of work are continuously evolving, having been underpinned by the delegation of substantial funding to schools in the last 3 years. This enables the needs of pupils to be met while reducing recourse to complex bureaucratic processes. Decisions on support are now made locally and by schools themselves. Delegation of funding has been complemented by the devolution to clusters of staff including specialist teachers, education psychologists, early years Special Educational Needs Co-ordinators (to work with all funded settings) and others. The Local Education Officer for each cluster manages these staff to deliver the cluster action plans and focus on meeting the needs of communities, schools and pupils.

We are now reviewing the Units and other provision attached to mainstream schools to support children with SEN more locally to where they live and to ensure that better support is given to very young children with these needs in nurseries and other pre-school settings. We strongly agree that inclusive practice in settings and schools, combined with making wider educational experiences accessible to all young people is an essential part of our Council's strategy to increase their independence in later life.

Kent County Council is always conscious that parents and carers are the key decision-makers in children's lives. Our Partnership with Parents Service is about to celebrate its tenth "Birthday" and continues to extend links with organisations that support parents, with schools and with the services that work with children and fundamentally with parents themselves.

Our original strategy interpreted inclusion as having five key objectives. These were:

- ◆ *School improvement.* Raising standards for all pupils by supporting classroom teachers to plan lessons that include pupils with a diverse range of educational needs.
- ◆ *Neighbourhood.* Increasing the proportion of pupils taught within their neighbourhood school or group of schools, ensuring contact with their local community.
- ◆ *Locus of responsibility.* Enabling schools to develop competencies by delegating a greater proportion of the resources held by the local authority.

- ◆ *Peer group development.* Recognising that children LArn from each other and that adult structure and intervention are only part of the picture.
- ◆ *Parent expectations.* Enabling parents to have the confidence to choose a mainstream setting for their child's education.

None of these objectives has a defined end point. Instead, we see inclusion as an ongoing process which will develop in line with local needs and priorities. Considerable progress has been made in many of these areas through this approach and we would wish to reinforce these objectives in guiding future work. For example, our policies are being reshaped and redeveloped to identify the future role of our redefined special schools as they work more closely with other local schools in clusters.

This work represents the culmination of many months of collaborative work with special school headteachers in order to ensure that proposals made are realistic and achievable. We think every policy aspiration can be realised that over time but there must be great sensitivity over the pace of implementing changes. We also believe that to be successful, inclusive practice must not be forced but must develop in parallel with the wishes of parents, the professional development of staff, and complementary multi-agency working.

Our key objective of avoiding disruption to individual children's education through the process of change, and indeed the education of and provision of services to other children and young people, must always be borne in mind. We also appreciate that for some parents and partners, the inclusion agenda is not moving quickly enough. There is a balance to be struck between these two perspectives which will be kept under constant review. With care and consultation with parents, schools and all our multi-agency partners we believe that we can continue to improve the education of every child with special educational needs in Kent. The sensitive implementation of KCC policies will continue to generate the changes we need to improve the educational attainment and life chances of all our children.

Templates for Special Educational Need

Explanatory Notes

Criteria for Statutory Assessment/Statutory Action

Guidance for School/Early Years Action

Guidance for School/Early Years Action Plus

What are the Templates?

The *templates* are Kent's new documentation to support planning and decision making for SEN.

The SEN Code of Practice (2001) emphasises that SEN provision is appropriate only for pupils requiring action that is *additional to* or *different from* normal activities in the classroom.

The *templates* provide guidance on those actions that are *additional to* or *different from* the variety of approaches that should be employed to maximise the achievement of all pupils and which are not part of special educational provision. At *Early Years/School Action* and *Early Years/School Action Plus* they suggest activities in which the school/setting, Local Learning Group and District may be engaged in response to children's needs. They have moved away from purely individual assessments and resource allocations and look instead at the child or young person's needs in relation the total resource already available in, and to, the school/setting. At the point of statutory assessment, they provide clear threshold criteria and expectations of prior intervention.

The *templates* are designed for easy access and use.

The structure of the templates

The structure is provided by:

- the four *dimensions* of need (SEN Code of Practice)
- the *gradations* (SEN Code of Practice) or *courses of action*
- 'specific' and 'process' criteria
- the four broad *strands of action* to meet SEN (SEN Toolkit)

The Dimensions

Seven sets of templates reflect the four dimensions:

- Cognition and Learning
- Behaviour, Emotional and Social
- Communication and Interaction
- (a)Autistic Spectrum Disorders

- (b)Speech and Language difficulties
- Sensory and Physical
 - (a)Hearing Impairment
 - (b)Visual Impairment
 - (c)Physical and Medical difficulties

The Courses of Action (gradations)

Guidance and criteria are presented under the dimensions:

- *School/Early Years Action*
Additional or different action within school or setting to enable independent learning and curriculum access.
- *School/Early Years Action Plus*
Builds on arrangements for *School/Early Years Action* and enables schools and services to help pupils gain access within the context of co-ordinated action with identified outcomes for the school, the service(s) and the pupil.
- *Statutory Action*

Appropriate only for children with long term needs arising from a major disability in one or more of the four dimensions. The child or young person's SEN indicates a need for the LEA to take responsibility and to become more actively involved. There will be prolonged multi-agency involvement.

School/Early Years Action and School/Early Years Action Plus should not be interpreted as Stages 2 and 3 of the old Code of Practice under new names nor as replacements for Kent SEN audit levels 2 and 3. Rather, they should be seen as part of a continuous and systematic cycle of planning, action and review within the school/setting, Local Learning Group and District to help all children/young people to learn and progress. Unlike Kent's old SEN audit descriptors, a movement to *Action Plus* might be necessitated as much by the need of a school for specialist input as by the needs of a child. The range, type and intensity of interventions should not be seen as a fixed state but should be reduced as a child or young person makes adequate progress.

'Specific' and 'Process' criteria

Each template has been structured to focus on:

- *Specific Criteria*
The *specific* element of the templates relates to attainment, progress and description of needs including, where relevant, a diagnosis. No specific attainment thresholds are given for *School/Early Years Action* or *Action Plus*. (It is acknowledged that the point at which a child or young person may require additional or different action will vary between schools/settings depending on the range and extent of differentiation provided.)
- *Process Criteria*

The process element of the templates relates to the continuous cycle of planning, action and review required to address the needs of the child or young person.

The four broad strands of action to meet SEN

The *process* section of each template adopts the four strands of action as a framework. These are:

- *assessment, planning and review*

The new Code defines assessment as a fourfold process that focuses not only on the child or young person's characteristics but also on the learning environment, the task and the teaching style.

- *grouping for teaching purposes*

Grouping depends on the teaching styles adopted and on pupils' preferred learning styles. Where grouping involves spending time outside the classroom, it is always in the context of an inclusive curriculum.

- *additional human resources*

The Code emphasises that class and subject teachers form the major resource in enabling all pupils to learn. It encourages schools and settings to consider 'support' on a broader basis than only that of additional human resources and promotes an examination of the accessibility of the learning environment and adult/child relationships.

- *curriculum and teaching methods*

Guidance given in the templates builds on the considerable flexibility detailed in the statutory National Curriculum statement on inclusion. (The National Curriculum 1999)

Decision-making and weighting

Specific Criteria

Whatever the level of a child or young person's difficulties, the Code advises that inadequate progress should be the key test of whether *additional* or *different* action should be taken. It also warns, however, that there should be no assumption that all learners will progress at the same rate and that there needs to be a judgement in each case about what it is reasonable to expect the child or young person to achieve.

'Adequate' progress is defined in the Code as progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers

- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Additional Materials

Additional materials are provided for use with the *templates* both to clarify decision-making for statutory assessment and to provide supplementary materials for use by schools/settings, services and agencies.

1. Attainment and Progress

Scales to measure attainment and progress are taken from the *Differentiated Performance Criteria* or '*P*' Scales (QCA 2001). These provide for English and mathematics:

- eight descriptions that lead to Level 1 of the National Curriculum, termed P1 to P8
- three differentiated descriptions within each of Level 1 and Level 2 of the National Curriculum, termed 1C, 1B, 1A and 2C, 2B, 2A

For personal and social development the '*P*' Scales (QCA 1998) provide descriptions numbered 1 – 15 (9 –15 replacing the National Curriculum levels.)

2. Behavioural, Emotional and Social Development

The *Emotional and Behavioural Development Scale* is adapted for use with individual children/young people from *Supporting School Improvement – emotional and behavioural development* (QCA 2001).

Instructions for completion of the scale are included in the document itself.

3. Communication and Interaction

Communication and Interaction scales were developed by working groups of education and health professionals.

4. Pre-school educational advice

This form is used as evidence towards Early Years Action Plus or School Action Plus or in some cases Statutory Assessment.

Statutory Assessment: Attainment thresholds

Using QCA Scales:

Pre-school	below P3
End of Foundation Stage	P1 – P4
End of Key Stage 1	P1 – P6
End of Key Stage 2	P1 – NC Level 1c
End of Key Stages 3 and 4	P1 – NC Level 2

For general (global) learning difficulties these attainments are likely to apply across the board, i.e. **all nine strands**:

- reading
- writing
- speaking and listening
- number
- using and applying mathematics
- shape, space and measures
- interacting and working with others
- independent and organisational skills
- attention.

For specific learning difficulties, **at least three** out of the nine strands should apply.

Thresholds for Behavioural, Emotional and Social Development and for Communication and Interaction are included with the relevant scales.

Although needs and requirements can usefully be organised into dimensions, individual pupils may well have needs which span two or more areas. A pupil with general learning difficulties, for example, may also have behavioural difficulties or a sensory impairment. In some cases pupils will have needs that are not only complex but also severe. However, this is frequently not the case. The accumulation of low-level difficulties does not in itself equate with higher levels of need.

Statutory Assessment: Progress

For all four dimensions the rationale is 0 or 1 point progress per year on the QCA scales.

Process Criteria

At the threshold for statutory assessment, the LEA will consider not only the significant concern demonstrated by the child but also the process of intervention that has preceded the request.

Before referring for statutory assessment, schools should give careful consideration to the circumstances of a child's low attainment, bearing in mind that these may reveal good progress from a low base and that not all children are expected to progress at the same rate.

In all cases process criteria will be met.

An overview of the documentation

Dimension	Templates	Scales
Cognition and Learning	School Assessment for	Communication and Interaction

Behaviour, Emotional and Social Development				Emotional and Behavioural Development Scale
Communication and Interaction	Autistic Spectrum Disorders			Communication and Interaction Scales
	Speech and Language Difficulties			
Sensory and Physical Development	Hearing Impairment			
	Visual Impairment			
	Physical and Medical Difficulties			
<i>For pre-school children</i>				Pre-school Educational Advice: for use with any of the above.

Cognition and Learning: Statutory Action

<p>Specific Criteria Attainment and Progress Description of needs/diagnosis</p>	<p>Statutory Action is appropriate only for children or young people with long term needs arising from severe or complex learning difficulties that require prolonged inter-agency involvement. Very low rate of / no progress: 0 or 1 point on the QCA scales per year. At the end of KS, the following attainment levels may be indicated: Foundation Stage: P1 – P4/5; KS1: NC W (P1 – P6); KS2: NC Level 1(P1 – NC1c); KS3: NC Level 2 (P1 – NC2). (For Pre-school development levels, refer to <i>Pre-school Educational Advice Guidance Notes</i>.) The degree of discrepancy in attainment usually results in additional difficulties involving social communication, social maturity, behaviour or physical/sensory needs.</p>		
<p>Process Criteria</p>			
<p>Assessment⁵ and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>		<p>Additional human resources Roles and responsibilities</p>
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> ▪ greater clarity for the school/setting regarding the objectives of the intervention ▪ a longer-term plan for provision to inform shorter-term planning ▪ a strengthening of parental involvement in both long and short term review and planning ▪ early phase transfer planning ▪ formal review process monitored by the LEA ▪ Transitional Planning in Year 9 involving Connexions personal adviser ▪ greater emphasis on multi-agency planning <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>Grouping</p>	<p>Curriculum and teaching</p>	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT⁶ ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with substantial long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications will be provided, related to the 'four dimensions' of SEN. There is assistance to the school/ setting, teacher or child/young person with most aspects of curriculum planning and delivery, supporting the child within his/her classroom/setting.</p> <p>The SENCo, an LSA (under guidance), specialist teacher or other specialist may provide individual or small group tuition.</p> <p>An LSA or other adult provides sustained and targeted support in the classroom/setting.</p>
<p>The child/young person may have access to additional targeted teaching or support in small groups, or individually, on a daily basis.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>There will be equal access to out-of-hours learning opportunities.</p> <p>In some cases, the extent of the changes deemed necessary in structure to the mainstream school/ setting may result in a specialist placement.</p>		<p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>This may involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials.</p> <p>The teaching plan also incorporates as appropriate:</p> <ul style="list-style-type: none"> ▪ specific programmes to aid progress in cognition and learning ▪ support by an additional adult to teach appropriate and/or safe behaviour ▪ adapted toileting/personal hygiene areas ▪ additional supported social interactions with a wider range of people ▪ structured help to develop a sense of reality, establish emotional stability, raise self-esteem and increase concentration and independent work skills, effective communication and a grasp of social/behavioural norms. 	

⁵ School assessment should be fourfold focusing on: (1) the child/young person's learning characteristics (2) the learning environment (3) the task (4) the teaching style.

⁶ In Early Years Settings: headteacher or manager

Cognition and Learning: School Action Plus/Early Years Action Plus

<p>Specific Criteria Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p>Despite differentiated learning opportunities together with an individualised programme and/or concentrated support under School Action/Early Years Action, the child/young person:</p> <ul style="list-style-type: none"> ▪ has continued to make little or no progress in specific areas over a long period ▪ has continued working at National Curriculum/Early Years Curriculum levels substantially below that expected of children/young people of similar age ▪ has continued to have difficulty in developing literacy and mathematical skills.
---	---

Process Criteria			
Assessment ⁷ and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	

⁷ School assessment should be fourfold focusing on: (1) the child/young person's learning characteristics (2) the learning environment (3) the task (4) the teaching style.

<p>Assessment will focus on the degree and range of discrepancy between the child/young person's performance and that of the peer group.</p> <p>The child/young person may have additional difficulties in the areas of communication, social integration, behaviour or physical/ sensory needs.</p> <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p> <p>External services (specialist support service, educational psychologist) may undertake specialist assessment leading to more specifically focused intervention.</p>	<p>There will be access to additional and different arrangements on a small group or individual basis to support individual targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal and/or ▪ through out-of-hours provision. <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p>There will be an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming may be required to support specific targets.</p> <p>Additional and different activities may include help in:</p> <ul style="list-style-type: none"> ▪ processing language, memory and reasoning skills ▪ acquiring literacy skills ▪ organising and co-ordinating spoken and written English to aid cognition ▪ sequencing and organisational skills ▪ problem solving and developing concepts ▪ improving fine and motor competencies ▪ using technical terms and abstract ideas <p>A variety of practical materials and experience is provided to support the child/young person's learning.</p> <p>Additional access to ICT and to specialist equipment and materials as necessary to meet identified learning outcomes.</p>	<p>School Action Plus/Early Years Action Plus is only evident when the school/setting is engaged with external services on behalf of the child/young person. It builds on arrangements for School Action/Early Years Action and enables schools/settings to help children/young people gain access to the curriculum within the context of a co-ordinated project with identified outcomes for the school/setting, the service and the child/young person.</p> <p>External support service(s) advise on curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational &/or social and health needs.</p> <p>Small group or Individual intervention may be provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCo.</p>
--	---	---	--

Cognition and Learning: School Action/Early Years Action

<p>Specific Criteria Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p>The child/young person, despite receiving differentiated learning opportunities, has made little or no progress even when teaching approaches have been targeted particularly on an identified area of weakness.</p>	
<p>Process Criteria</p>		
<p>Assessment⁸ and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>	<p>Additional human resources Roles and responsibilities</p>

⁸ School assessment should be fourfold focusing on: (1) the child/young person's learning characteristics (2) the learning environment (3) the task (4) the teaching style.

	Grouping	Curriculum and teaching	
<p>Early identification, assessment and provision using pre-school assessment information and/or Baseline Assessment and/or QCA assessment baselines.</p> <p>Continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests.</p> <p>An individual or group plan will be required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> ▪ progress made by the child/young person ▪ effectiveness of strategies ▪ updated information or advice 	<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>	<p><i>School Action/Early Years Action</i> enables curriculum access and independent learning.</p> <p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt work to match child/young person's ability at a level of attainment suitable for the individual child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> ▪ differentiated learning materials or ▪ special equipment <p>There will be clear information on child/young person and parent involvement.</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's class⁹ or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies or staff development and training aimed at introducing more effective strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Services may be required in particular cases.</p>

⁹ In Early Years settings, the practitioner usually responsible for the child.

Emotional and Behavioural Development Scale

Specific Criteria for Statutory Action
15 points or less where all ticks fall in the 'not at all' or 'rarely' columns.

Name:	Age:		Date:	
<i>Desirable behaviour</i>	Not at all	Rarely	Some-times	Fairly often
CONDUCT BEHAVIOUR	0	1	2	3
1. Behaves respectfully towards teacher/practitioner Eg respects teacher/practitioners and answers teacher/practitioners politely, does not interrupt or deliberately annoy, does not show verbal aggression.				
2. Shows respect to other children/young people Eg interacts with other children/young people politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.				
3. Only interrupts and seeks attention appropriately Eg behaves in ways warranted by the classroom/setting activity. Does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking. Does not seek unwarranted attention.				
4. Is physically peaceable Eg is not physically aggressive, avoids fights, is pleasant to other children/young people, is not cruel or spiteful, does not strike out in temper.				
5. Respects property Eg values and looks after property, does not damage or destroy property, does not steal.				
EMOTIONAL BEHAVIOUR	0	1	2	3
6. Has empathy Eg is tolerant of others, shows understanding and sympathy, is considerate.				
7. Is socially aware Eg interacts appropriately with others, is not a loner or isolated, reads social situations well.				
8. Is happy Eg has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.				
9. Is confident Eg is not anxious, high self-esteem, relaxed, does not fear failure, is not shy or afraid of new things, is robust.				
10. Is emotionally stable and shows self control Eg moods remain relatively stable, does not have frequent mood swings. Patient, not easily flustered, not touchy.				
LEARNING BEHAVIOUR	0	1	2	3
11. Is attentive and has an interest in schoolwork/activities Eg not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork/activities.				
12. Good learning organisation Eg works systematically, at a reasonable pace, knows when to move onto next activity or stage, can make choices, is organised.				
13. Is an effective communicator Eg speech is coherent, thinks before answering.				
14. Works efficiently in a group Eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.				
15. seeks help where necessary Eg can work independently until there is a problem that cannot be solved without the teacher/practitioner's intervention.				

	SCORE
CONDUCT BEHAVIOUR	
EMOTIONAL BEHAVIOUR	
LEARNING BEHAVIOUR	
TOTAL	

Guidance: using the Emotional and Behavioural Development Scale

Teacher/practitioners/practitioners must focus on positive aspects of children/young peoples' behaviours to effect change. It is only for speed and accuracy of assessment that the examples of negative behaviours are included below.

Conduct Behaviour	
1. Behaves respectfully towards teacher/practitioner	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ respects the teacher/practitioner and is cooperative and compliant, responding positively to instruction ▪ does not talk back to the teacher/practitioner or aim verbal aggression at the teacher/practitioner ▪ interacts politely with the teacher/practitioner ▪ will not be quarrelsome or deliberately try to annoy the teacher/practitioner ▪ will not interrupt or answer the teacher/practitioner rudely. 	<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ <i>responds negatively to instruction</i> ▪ <i>is uncooperative with the teacher/practitioner</i> ▪ <i>aims verbal violence at the teacher/practitioner</i> ▪ <i>answers the teacher/practitioner rudely</i> ▪ <i>is quarrelsome with the teacher/practitioner</i> ▪ <i>deliberately annoys the teacher/practitioner.</i>
2. Shows respect to other children/young people	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ respects other children/young people and uses appropriate language, for example, not swearing or calling them names ▪ treats other children/young people as equals and does not dominate them with the use of intimidation or abuse ▪ respects the views or rights of other children/young people and avoids bullying or intimidation. 	<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ <i>aims verbal violence at other children/young people</i> ▪ <i>uses psychological intimidation</i> ▪ <i>shows social aggression</i> ▪ <i>tries to dominate</i> ▪ <i>uses unethical behaviour</i> ▪ <i>uses inappropriate sexual behaviour</i>
3. Only interrupts and seeks attention appropriately	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ does not seek to attract inappropriate attention in the classroom/setting; ▪ acts in a manner appropriate to the classroom/setting situation and does not play the fool, try to make the class laugh, shout out smart remarks or show off in the classroom/setting; ▪ does not display attention-seeking behaviour; ▪ does not unnecessarily disrupt or interrupt other children/young people who are working; ▪ does not verbally disrupt the class and keeps unauthorised talking to other children/young people to a minimum; ▪ does not disrupt other children/young people using physical disruption such as nudging or poking. 	<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ <i>is verbally disruptive</i> ▪ <i>throws things about during lessons</i> ▪ <i>climbs on things</i> ▪ <i>runs around classroom/setting</i> ▪ <i>shouts in class</i> ▪ <i>eats, sucks or drinks inedible substances</i> ▪ <i>is hyperactive and/or excitable</i> ▪ <i>shows concern for immediate rewards</i> ▪ <i>needs excessive adult contact</i> ▪ <i>does dangerous things without thinking</i>
4. Is physically peaceable	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ does not show physical aggression towards adults or other children/young people ▪ does not physically pick on others ▪ is not cruel or spiteful to others ▪ avoids getting into fights with others ▪ does not strike out in anger, have temper tantrums or aggressive outbursts. 	<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ <i>fights</i> ▪ <i>aims physical violence at other students</i> ▪ <i>often loses their temper</i> ▪ <i>yells and throws things</i> ▪ <i>bullies</i> ▪ <i>aims physical violence at teacher/practitioners</i> ▪ <i>forces other students to do things against their will</i> ▪ <i>is deliberately cruel</i>

	<ul style="list-style-type: none"> ▪ <i>is spiteful.</i>
5. Respects property	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ respects the property of others – this may be seen by the child/young person taking good care of property ▪ does not take part in acts of wilful damage or destruction ▪ does not steal from others. 	<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ <i>has poor respect for property</i> ▪ <i>destroys their own things</i> ▪ <i>destroys others' things</i> ▪ <i>damages school property</i> ▪ <i>steals things.</i>

Emotional behaviour

6. Has empathy	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ is tolerant and considerate towards others ▪ understands how others are feeling and tries to act in a way appropriate to the situation ▪ may try to comfort someone who is upset or hurt ▪ displays emotions appropriate to the situation and is not emotionally detached ▪ does not laugh at someone who is upset or injured. 	<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ <i>is intolerant of others</i> ▪ <i>is emotionally detached</i> ▪ <i>has no awareness of others' feelings.</i>
7. Is socially aware	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ is conscious of, and understands, the social interactions happening around them ▪ interacts appropriately with other people both verbally and non-verbally ▪ is not socially isolated and does not spend long periods of time sitting or standing alone ▪ has friends among their peers, and is not a loner ▪ is not frequently daydreaming and staring into space ▪ is actively involved in activities within the classroom/setting ▪ does not seem aloof, inactive, passive or withdrawn. 	<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ <i>is inactive</i> ▪ <i>is passive</i> ▪ <i>is aloof</i> ▪ <i>is out of touch with reality</i> ▪ <i>is withdrawn and unresponsive to stimulation</i> ▪ <i>does not participate in class activities</i> ▪ <i>lacks accurate perceptions of others</i> ▪ <i>says or feels they do not have any friends</i> ▪ <i>stares blankly</i> ▪ <i>is listless</i> ▪ <i>shows bizarre behaviours</i> ▪ <i>lacks self-awareness.</i>
8. Is happy	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ appears happy by smiling and laughing when appropriate ▪ is able to have fun ▪ is generally cheerful and not tearful and upset ▪ is not discontented, sulky, morose or miserable. 	<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ <i>is depressed</i> ▪ <i>is discontented</i> ▪ <i>is unhappy</i> ▪ <i>is distressed</i> ▪ <i>talks about not wanting to live</i> ▪ <i>is prone to emotional upset</i> ▪ <i>is unable to have fun</i> ▪ <i>is self-harming</i>
9. Is confident	
Positive	Negative

<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ is not anxious and is confident in most situations, while not showing bravado, recklessness or unrealistic expectations of their competence ▪ is not afraid of new things and does not fear failure when taking on new tasks ▪ is not self-conscious or shy in most situations and does not feel inferior to other children/young people ▪ is willing to read out loud in class and put their hand up to answer or ask appropriate questions ▪ is typically forthcoming in group/class discussions. 	<p style="text-align: center;">The child/young person:</p> <ul style="list-style-type: none"> ▪ <i>acts as if extremely frightened to the point of crying</i> ▪ <i>is anxious, tense or fearful</i> ▪ <i>is upset by new people or situations</i> ▪ <i>lacks confidence</i> ▪ <i>fears failure</i> ▪ <i>has feelings of inferiority</i> ▪ <i>is negativistic</i> ▪ <i>is afraid of new things</i> ▪ <i>lacks self-esteem</i> ▪ <i>is overly submissive.</i>
<p><i>10. Is emotionally stable and shows good self-control</i></p>	
<p>Positive</p>	<p>Negative</p>
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ remains relatively emotionally stable and does not frequently swing from positive to negative moods ▪ soon returns to a stable frame of mind after being upset, shows good emotional resilience and is not moody ▪ shows good self-control and is able to manage their feelings and actions to suit the situation ▪ is not easily frustrated or flustered and does not show signs of being touchy or uneasy ▪ is able to delay gratification when required, and can wait for rewards or pleasurable items for prolonged periods of time. 	<p><i>The child/young person:</i></p> <ul style="list-style-type: none"> ▪ <i>displays inappropriate emotional reactions</i> ▪ <i>has difficulty expressing needs and feelings</i> ▪ <i>has frequent or strong mood changes</i> ▪ <i>is unable to delay gratification</i> ▪ <i>has little self-respect</i> ▪ <i>over-reacts to normal situations</i> ▪ <i>does not accept punishment or praise</i> ▪ <i>instigates poor situations</i> ▪ <i>is unable to accept responsibility for his/her actions.</i>

Learning behaviour

11. Is attentive and has an interest in schoolwork/activities

Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ listens to the teacher/practitioner and is not easily distracted from the task in hand ▪ does not find it difficult to work when others around are talking at a reasonable level ▪ shows an interest in most schoolwork/activities ▪ gets started on tasks without delay and has the motivation to carry them through ▪ generally gets enjoyment from tasks and consequently completes them without complaint. 	<p><i>The child/young person</i></p> <ul style="list-style-type: none"> ▪ <i>has trouble paying attention</i> ▪ <i>finds it hard to sit still</i> ▪ <i>does not concentrate on tasks</i> ▪ <i>has a short attention span</i> ▪ <i>is easily distracted</i> ▪ <i>has a negative approach to schoolwork/activities in general</i> ▪ <i>responds negatively to school</i> ▪ <i>is frequently absent or arrives late at lessons</i> ▪ <i>arrives late at school</i> ▪ <i>is not keen to achieve.</i>

12. Good learning organisation

Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ competently copes with individual learning situations ▪ produces tidy work, at a reasonable pace ▪ seems to have a good grasp of how to organise learning tasks so that they can be successfully completed. 	<p><i>(This item deals with organisation deficits, which significantly hamper the learning of the individual, rather than motivational deficits.)</i></p> <p><i>The child/young person:</i></p> <ul style="list-style-type: none"> ▪ <i>is forgetful</i> ▪ <i>has trouble organizing schoolwork/activities</i> ▪ <i>rushes into things without thinking</i> ▪ <i>appears confused about learning tasks</i> ▪ <i>worries about things that cannot be changed</i> ▪ <i>is occupied overly with one activity</i> ▪ <i>is easily frustrated</i> ▪ <i>has difficulty in making choices</i> ▪ <i>complains of not being able to cope with schoolwork/activities.</i>

13. Is an effective communicator

Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ shows good communication skills ▪ is able to communicate effectively with adults and peers ▪ is coherent ▪ knows when it is appropriate to speak ▪ is able to alter voice pitch and tone appropriately and uses non-verbal signals effectively, for example, eye contact, stance, distance ▪ is able to organise communication in both individual and group situations. 	<p><i>This item refers to using or ignoring social communication and not medical problems, for example, stuttering.</i></p> <p><i>The child/young person:</i></p> <ul style="list-style-type: none"> ▪ <i>does not use language to communicate</i> ▪ <i>has repetitive speech</i> ▪ <i>has incoherent speech</i> ▪ <i>avoids looking others in the eye</i> ▪ <i>has difficulty communicating</i> ▪ <i>has a speech difficulty</i> ▪ <i>has limited non-verbal support of speech</i> ▪ <i>has difficulty planning behaviour and feedback and responding to feedback</i> ▪ <i>has limited non-verbal communication of attitudes and emotions</i> ▪ <i>talks constantly.</i>

14. Works efficiently in a group

Positive	Negative
The child/young person: <ul style="list-style-type: none"> works well in a group situation works collaboratively with others and is an effective communicator in group discussions listens to what others have to say and consequently adds positively to group discussions is willing to take on responsibilities in a group context. 	The child/young person: <ul style="list-style-type: none"> refuses to share with another student has trouble waiting their turn refuses interactive games or tasks is not willing to work collaboratively.
15. Seeks help where necessary	
Positive	Negative
The child/young person: <ul style="list-style-type: none"> seeks attention from the teacher/practitioner when appropriate works independently unless a problem arises that cannot be solved without the teacher/practitioner's help. 	The child/young person <ul style="list-style-type: none"> is unable to work independently constantly seeks help makes excessive demands does not seek information appropriately does not ask relevant questions.

Using the scale

Instructions for completion

Each item is rated on a four-point scale from 'Not at all' to 'Fairly often' (0 – 3). When completing the assessment, an individual pupil's behaviour should be considered over a period of a term. An appropriate practitioner such as a teacher or LSA should complete the form.

'**Not at all**' should be marked if the pupil has **not** shown the behaviour **at all** during the last three months.

'**Rarely**' should be marked if the pupil has demonstrated the behaviour on only **a few occasions** during the last three months. If schools use the assessment scale with children or young people at School Action or School Action Plus, there should be agreement about the definition of 'sometimes' and 'fairly often'.

Account should be taken of the age of the pupil and consideration given to what is acceptable behaviour for the age group.

It is important to note that this information relates only to the **specific** criteria of Statutory Action and that a referral for Statutory Assessment requires considerable complementary **process** information.

Behavioural, Emotional and Social Development: Statutory Action

<p>Specific Criteria Performance and Progress Description of needs/diagnosis</p>	<p>Progress is so limited that the usual learning route has become extremely difficult or impossible. End of Foundation Stage – KS4: 15 points or less on the <i>Emotional and Behavioural Development Scale</i>. <i>(For Pre-school developmental level, refer to Pre-School Educational Advice Guidance Notes.)</i></p>		
<p>Process Criteria</p>			
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>	<p>Additional human resources Roles and responsibilities</p>	

Specific Criteria Performance and Progress Description of needs/diagnosis	Progress is so limited that the usual learning route has become extremely difficult or impossible. End of Foundation Stage – KS4: 15 points or less on the <i>Emotional and Behavioural Development Scale</i>. (For Pre-school developmental level, refer to Pre-School Educational Advice Guidance Notes.)		
	Grouping	Curriculum and teaching	
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>Systematic observation and analysis reveal/Confirm that the child or young person presents several of the following behaviours:</p> <ul style="list-style-type: none"> ▪ Distractibility that inhibits the progress of the child/young person even with significant adult support and an increasingly individualised curriculum ▪ Unpredictably and intensity of the pattern of behaviours which significantly disrupt the learning of peers and which are beyond what can be managed by the class teacher alone or by limited interventions from the SENCo or other specialists ▪ Behaviour which is bizarre and/or self injurious and/or endangers others and leads to a significant level of rejection by peers increasing the social isolation of the child/young person ▪ Significant unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged periods of absence associated with an increasing awareness by the child/young person of their situation which has led to a negative attitude towards education. <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> ▪ greater clarity for the school/setting regarding the objectives of the intervention ▪ a longer-term plan for provision to inform shorter-term planning ▪ early phase transfer planning ▪ formal review process monitored by the LEA ▪ Transitional Planning in Year 9 involving Connexions personal adviser ▪ greater emphasis on multi-agency planning <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>The child/young person may have access to additional small group or individual support on a daily basis.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>There will be equal access to out-of-hours learning opportunities.</p> <p>In some cases, the extent of the changes deemed necessary in structure to the mainstream school or setting may result in a specialist placement.</p>	<p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>This will involve the use of specialist techniques to develop a sense of reality, establish emotional stability, raise self-esteem and increase concentration and independent work skills, effective communication and a grasp of social/behavioural norms.</p> <p>The child/young person may also require help for some, or all, of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ help with development of social competence and emotional maturity ▪ help in adjusting to school or setting expectations and routines ▪ help in acquiring the skills of positive interaction with peers and adults ▪ specialised behavioural and cognitive approaches ▪ re-channelling or re-focusing to diminish repetitive and self-injurious behaviours ▪ provision of class and school/setting systems which control or censure negative or difficult behaviours ▪ provision of a safe and supportive environment. 	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT¹⁰ ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with substantial long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications will be provided, related to the 'four dimensions' of SEN. There is substantial assistance to the school/setting, teacher or child/young person with most aspects of behaviour management and curriculum planning and delivery, supporting the child/young person within his/her classroom/setting.</p> <p>The SENCo, an LSA (under guidance), specialist teacher or other specialist provides individual or small group support.</p> <p>An LSA or other adult provides sustained and targeted support in the classroom/setting.</p>

¹⁰ In Early Years Settings: headteacher or manager.

Behavioural, Emotional and Social Development: School Action Plus/Early Years Action Plus

<p>Specific Criteria Performance and Progress (May include description of needs/diagnosis)</p>	<p>The child/young person's participation in the curriculum has become increasingly impaired. Despite differentiated learning opportunities together with an individualised behaviour management programme and/or concentrated support under <i>School Action or Early Years Action</i>, the child/young person's difficulties substantially and regularly continue to interfere with his/her own learning or that of the class group.</p>		
<p>Process Criteria</p>			
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>		<p>Additional human resources Roles and responsibilities</p>
	<p>Grouping</p>	<p>Curriculum and teaching</p>	

<p>Specific Criteria Performance and Progress (May include description of needs/diagnosis)</p>	<p>The child/young person's participation in the curriculum has become increasingly impaired. Despite differentiated learning opportunities together with an individualised behaviour management programme and/or concentrated support under <i>School Action or Early Years Action</i>, the child/young person's difficulties substantially and regularly continue to interfere with his/her own learning or that of the class group.</p>		
<p>Systematic observation & analysis reveal that the child/young person presents several of the following behaviours:</p> <ul style="list-style-type: none"> ▪ increasing difficulty in remaining on task resulting in frequent disruptions to the process of teaching and learning ▪ failure to make the progress anticipated across many areas of the curriculum is accompanied by frustration, increasing indications of disaffection or non-attendance ▪ increasing problems in sustaining appropriate peer relationships requiring frequent interventions from the teacher or other adult, further disturbing the learning process for the individual and their peers ▪ fluctuations in mood and increasing unpredictability over attitudes to learning tasks resulting in substantial periods of uncooperative behaviour or withdrawal. <p>Children/young people may have additional difficulties in the areas of learning & cognition, communication, social integration or physical/sensory needs</p> <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p> <p>External service may undertake specialist assessment leading to a more specifically focused intervention.</p>	<p>There will be access to additional and different arrangements on a small group or individual basis to support individual targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal and/or ▪ through out-of-hours provision. <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p>There will be an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming is required to support specific targets.</p> <p>The child/young person may require help or counselling for some, or all, of the following:</p> <p>Children/young people with communication and interaction difficulties may also require some, or all, of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ help with development of social competence and emotional maturity ▪ help in adjusting to school or setting expectations and routines ▪ help in acquiring the skills of positive interaction with peers and adults ▪ specialised behavioural and cognitive approaches ▪ re-channelling or re-focusing to diminish repetitive and self-injurious behaviours ▪ provision of class and school/setting systems which reward positive behaviour but control or censure that which is negative or difficult ▪ provision of a safe and supportive environment 	<p><i>School Action Plus</i> or <i>Early Years Action Plus</i> is only evident when the school or setting is engaged with external services on behalf of the child or young person.</p> <p>External support service(s) advise on behaviour management, curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational &/or social and health needs.</p> <p>Small group or individual intervention provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCo.</p>

Behavioural, Emotional and Social Development: School Action/Early Years Action

<p>Specific Criteria Performance and Progress (May include description of needs/ diagnosis)</p>	<p>The child or young person presents persistent emotional or behavioural difficulties that have not been ameliorated by differentiated learning opportunities or by the behaviour management techniques usual employed by the school or setting and has not made the progress anticipated across many areas of the curriculum.</p>		
<p>Process Criteria</p>			
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>	<p>Additional human resources Roles and responsibilities</p>	

Specific Criteria Performance and Progress (May include description of needs/ diagnosis)	The child or young person presents persistent emotional or behavioural difficulties that have not been ameliorated by differentiated learning opportunities or by the behaviour management techniques usual employed by the school or setting and has not made the progress anticipated across many areas of the curriculum.		
	Grouping	Curriculum and teaching	
<p>Systematic observation & analysis reveal that the child/young person presents several of the following behaviours:</p> <ul style="list-style-type: none"> ▪ difficulties greater than low-level disruption or disaffection that can be addressed by strengthening classroom/setting strategies ▪ difficulty in remaining on task resulting in disruptions to the process of teaching and learning ▪ failure to make the progress anticipated across many areas of the curriculum is often accompanied by frustration, early indications of disaffection perhaps evidenced by bouts of non-attendance. ▪ Emerging problems in sustaining appropriate peer relationships requiring interventions from the teacher or other adult, further disturbing the learning process for the individual and their peers. ▪ Fluctuations in mood and unpredictability over attitudes to learning tasks often resulting in short-lived periods of uncooperative behaviour or withdrawal. <p>An individual or group plan will be required only when the child/young person's needs demand additional and different action beyond that which can be managed as part of normal arrangements.</p> <p>(In some schools, behaviour management practice will allow for the child/young person's behaviour to be targeted and progress tracked without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> ▪ progress made by the child/young person ▪ effectiveness of strategies ▪ updated information or advice 	<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>	<p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt teaching methods and work to match the individual child/young person's needs and ability.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> ▪ social skills programmes ▪ peer mentoring ▪ anti-bullying strategies ▪ attendance strategies <p>The child/young person may require help or counselling for some of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ help with development of social competence and emotional maturity ▪ help in acquiring the skills of positive interaction with peers and adults ▪ provision of class and school/setting systems which reward positive behaviour but control or censure that which is negative or difficult ▪ provision of a safe and support environment. <p>Further information is included in "Additional Guidance Notes".</p>	<p>School/setting has the responsibility to keep parents fully informed.</p> <p>The child/young person's class or subject teachers¹ are responsible for working with the child or young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers or educational psychologist may be involved in staff development and training aimed at introducing more effective.</p> <p>Input from Health or Social Services may be required in particular cases.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions

Communication and Interaction (Speech and Language Difficulties): Statutory Action

¹ In Early Years Settings, the practitioner usually responsible for the child.

Specific Criteria Attainment, performance and progress Description of needs/diagnosis	Statutory Action is appropriate only for children or young people with long term needs arising from severe or complex difficulties. Very low rates of, or no, progress in many areas of the curriculum, particularly literacy. For performance criteria in communication and interaction, refer either to <i>Communication and Interaction Scales</i> or to <i>Pre-school Educational Advice Guidance Notes</i> .		
Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support	Additional human resources Roles and responsibilities	

<p>Specific Criteria Attainment, performance and progress Description of needs/diagnosis</p>	<p>Statutory Action is appropriate only for children or young people with long term needs arising from severe or complex difficulties. Very low rates of, or no, progress in many areas of the curriculum, particularly literacy. For performance criteria in communication and interaction, refer either to <i>Communication and Interaction Scales</i> or to <i>Pre-school Educational Advice Guidance Notes</i>.</p>		
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>The child or young person has long-term, severe speech and language difficulties that cause substantial and extensive barriers to learning and severely impede the development of social relationships. For Statutory Action to be appropriate, most of the following criteria would normally apply.</p> <ul style="list-style-type: none"> ▪ measurable speech and language behaviours which are long-term and significantly below those of peers ▪ speech production that severely limits participation in classroom/setting activities ▪ extensive difficulties in meeting the language demands of ordinary learning activities ▪ severe difficulties in communicating with peers, leading to social isolation and apparent behaviour difficulties ▪ a high level of frustration caused by the inability to participate in the classroom/setting or interact with peers <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> ▪ greater clarity for the school/setting regarding the objectives of the intervention ▪ a longer-term plan for provision to inform shorter-term planning ▪ a strengthening of parental involvement in both long and short term review and planning ▪ early phase transfer planning ▪ formal review process monitored by the LEA ▪ Transitional Planning in Year 9 involving Connexions personal adviser ▪ greater emphasis on multi-agency planning <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>Grouping</p> <p>The child/young person may have access to additional small group or individual support on a daily basis.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>There will be equal access to out-of-hours learning opportunities.</p> <p>In some cases, the extent of the changes deemed necessary in structure to the mainstream school or setting may result in a specialist placement.</p>	<p>Curriculum and teaching</p> <p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>This may involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials.</p> <p>The focus will remain on the educational implications of any difficulties, but there will be tuition targeted at these difficulties delivered either by a specialist or under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access. Teaching interventions will be part of a multi-disciplinary approach.</p> <p>The child or young person may also require help for some, or all, of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ acquiring, comprehending and using language ▪ articulation ▪ acquiring literacy skills ▪ using augmentative and alternative means of communication ▪ using different means of communication confidently and competently for a range of purposes ▪ organising and co-ordinating oral and written language ▪ compensating for the impact of a speech and language difficulty on learning in English as an additional language ▪ expressing, comprehending and using their own language, where English is not the first language. 	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT¹¹ ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with substantial long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications will be provided, related to the 'four dimensions' of SEN. There is substantial assistance to the school/setting, teacher or child/young person with most aspects of behaviour management and curriculum planning and delivery, supporting the child/young person within his/her classroom/setting.</p> <p>The SENCo, an LSA (under guidance), specialist teacher or other specialist provides individual or small group support.</p> <p>An LSA or other adult provides sustained and targeted support in the classroom/setting.</p>

¹¹ In Early Years Settings: headteacher or manager.

Communication and Interaction (Speech and Language Difficulties): School Action Plus/Early Years Action Plus

<p>Specific Criteria Performance and Progress (May include description of needs/diagnosis)</p>	<p>Despite differentiated learning opportunities together with an individualised programme and/or concentrated support under School Action or Early Years Action, the child/young person has ongoing speech and language difficulties that cause significant barriers to learning and impede the development of social relationships. Progress: there will be low rates of progress in many areas of the curriculum, particularly literacy.</p>		
<p>Process Criteria</p>			
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>		<p>Additional human resources Roles and responsibilities</p>
<p>School/setting will seek specialist assessment and advice, which may involve health as well as education personnel.</p> <p>The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ measurable speech and language behaviours which are significantly below those of the majority of peers; ▪ difficulties with speech production which significantly limit participation in classroom/setting activities; ▪ considerable difficulties in meeting the language demands of ordinary learning activities, such as following instructions or using abstract concepts; ▪ difficulties in communicating with peers which lead to social isolation and apparent behavioural difficulties; ▪ frustration on the part of child or young person at their inability to participate in the classroom/setting or interact with peers. <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p>	<p>Grouping</p> <p>There will be access to additional and different arrangements on a small group or individual basis to support individual targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal and/or ▪ through out-of-hours provision. <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p>Curriculum and teaching</p> <p>There will be an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming may be required to support specific targets.</p> <p>The focus will remain on the educational implications of any difficulties, but there may be tuition targeted at these difficulties under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access.</p> <p>Children/young people with speech and language difficulties may also require some, or all, of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ help in acquiring, comprehending and using language ▪ help in articulation ▪ help in acquiring literacy skills ▪ help in using augmentative and alternative means of communication ▪ help to use different means of communication confidently and competently for a range of purposes including formal situations ▪ help in organising and co-ordinating oral and written language ▪ support to compensate for the impact of a communication difficulty on learning in English as an additional language ▪ help in expressing, comprehending and using their own language, where English is not the first language <p>Additional access to ICT and to specialist equipment and materials as necessary to meet the outcomes identified in the IEP.</p>	<p>School Action Plus or Early Years Action Plus is only evident when the school or setting is engaged with external services on behalf of the child or young person.</p> <p>External support service(s) advise on behaviour management, curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational &/or social and health needs.</p> <p>Small group or individual intervention provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCo.</p>

Communication and Interaction (Speech and Language Difficulties): School Action/Early Years Action

<p>Specific Criteria Performance and Progress (May include description of needs/ diagnosis)</p>	<p>Progress: the child/young person has speech and language difficulties and continues to demonstrate progress at a level below that expected to be achieved by differentiated tasks.</p>	
<p>Process Criteria</p>		
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>	<p>Additional human resources Roles and responsibilities</p>

<p>Specific Criteria Performance and Progress (May include description of needs/ diagnosis)</p>	<p>Progress: the child/young person has speech and language difficulties and continues to demonstrate progress at a level below that expected to be achieved by differentiated tasks.</p>		
<p>Early identification, assessment and provision using pre-school/setting assessment information and/or Baseline Assessment and/or QCA assessment baselines.</p> <p>Continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests. The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ measurable speech and language skills which are somewhat below those of the majority of peers; ▪ speech which is not easy to understand and which limits the child/young persons' ability to participate in group activities, question-and-answer sessions and other activities involving speech; ▪ problems with following instructions or with understanding relational or abstract concepts, requiring additional time for explanation and clarification; ▪ difficulties with communication with peers and in using appropriate social strategies such as turn taking and rapport in conversation which restrict the social interactions of child/young person; ▪ participation in most aspects of classroom/setting life and progress within areas of the curriculum which are less language-dependent, but less progress where language skills are important (i.e. towards the lower end of the expected range); this may be particularly evident in a limited acquisition of literacy skills. <p>An individual or group plan will be required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> ▪ progress made by the child/young person ▪ effectiveness of strategies ▪ updated information or advice 	<p>Grouping</p> <p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>	<p>Curriculum and teaching</p> <p>School/setting will strengthen their current strategies using existing resources. The focus will be on responding to child or young persons' immediate speech, language, social and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected speech and language difficulties.</p> <p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt work to match child/young person ability at a level of attainment suitable for the individual child or young person's needs.</p> <p>Some specific reinforcement or skill-development activities in support of IEP targets may be required using, for example:</p> <ul style="list-style-type: none"> ▪ different learning materials or ▪ special equipment <p>There will be clear information on child/young person and parent involvement.</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child or young person's class¹ or subject teachers are responsible for working with the child or young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers, educational psychologist or speech and language therapist may be involved in staff development and training aimed at introducing more effective strategies or in providing one-off or occasional advice on strategies or equipment. This may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Services may be required in particular cases.</p>

Communication and Interaction (Autistic Spectrum Disorders): Statutory Action

¹ In Early Years Settings, the practitioner usually responsible for the child.

<p>Specific Criteria Attainment, performance and progress Description of needs/diagnosis</p>	<p>Statutory Action is appropriate only for children or young people with long term needs arising from severe or complex difficulties. Generally, very low rates of, or no, progress in many areas of the curriculum, particularly literacy. There may, however, be very specific areas of strength. For performance criteria in communication and interaction, refer either to <i>Communication and Interaction Scales</i> or to <i>Pre-school Educational Advice Guidance Notes</i>.</p>		
<p>Process Criteria</p>			
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>	<p>Additional human resources Roles and responsibilities</p>	

<p>Specific Criteria Attainment, performance and progress Description of needs/diagnosis</p>	<p>Statutory Action is appropriate only for children or young people with long term needs arising from severe or complex difficulties. Generally, very low rates of, or no, progress in many areas of the curriculum, particularly literacy. There may, however, be very specific areas of strength. For performance criteria in communication and interaction, refer either to <i>Communication and Interaction Scales</i> or to <i>Pre-school Educational Advice Guidance Notes</i>.</p>		
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>The child/young person has difficulties associated with a severe and complex autistic spectrum disorder that seriously impede the development of social relationships and cause substantial and extensive barriers to learning. For Statutory Action to be appropriate, all of the following criteria would normally apply.</p> <ul style="list-style-type: none"> ▪ severe difficulties in following instructions, classroom/setting routines and in maintaining attention to task, which make it impossible for child/young persons to participate in most ordinary classroom/setting activities without a high level of adult support and structure ▪ highly atypical behaviour, such as obsessive, challenging and/or withdrawn behaviours, an inappropriate use of language, difficulties in motor imitation and control, abnormal responses to sensory experiences and substantial evidence of distress or emotional disturbance without obvious cause ▪ highly inappropriate social behaviour leading to rejection by peers and social isolation <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> ▪ greater clarity for the school/setting regarding the objectives of the intervention ▪ a longer-term plan for provision to inform shorter-term planning ▪ a strengthening of parental involvement in both long and short term review and planning ▪ early phase transfer planning ▪ formal review process monitored by the LEA ▪ Transitional Planning in Year 9 involving Connexions personal adviser ▪ greater emphasis on multi-agency planning <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>Grouping</p> <p>The child/young person may have access to additional small group or individual support on a daily basis.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>There will be equal access to out-of-hours learning opportunities.</p> <p>In some cases, the extent of the changes deemed necessary in structure to the mainstream school or setting may result in a specialist placement.</p>	<p>Curriculum and teaching</p> <p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>This will involve the use of autism-specific teaching and/or communication techniques, supported by appropriate equipment and materials.</p> <p>The focus will remain on the educational implications of any difficulties, but there will be tuition targeted at these difficulties delivered either by a specialist or under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access. Teaching interventions will be part of multi-disciplinary approach.</p> <p>The child/young person may also require help for some, or all, of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ acquiring, comprehending and using language in structured and unstructured situations ▪ articulation ▪ acquiring literacy skills ▪ organised opportunities to develop appropriate social communication skills ▪ using augmentative and alternative means of communication ▪ using different means of communication confidently and competently for a range of purposes ▪ organising and co-ordinating oral and written language ▪ compensating for the impact of a communication difficulty on learning in English as an additional language ▪ expressing, comprehending and using their own language, where English is not the first language. 	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT¹² ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with substantial long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications will be provided, related to the 'four dimensions' of SEN. There is substantial assistance to the school/setting, teacher or child/young person with most aspects of behaviour management and curriculum planning and delivery, supporting the child/young person within his/her classroom/setting.</p> <p>The SENCo, an LSA (under guidance), specialist teacher or other specialist provides individual or small group support.</p> <p>An LSA or other adult provides sustained and targeted support in the classroom/setting.</p>

¹² In Early Years Settings: headteacher or manager.

Communication and Interaction (Autistic Spectrum Disorders): School Action Plus/Early Years Action Plus

<p>Specific Criteria Performance and Progress (May include description of needs/diagnosis)</p>	<p>Despite differentiated learning opportunities together with an individualised programme and/or concentrated support under <i>School Action</i> or <i>Early Years Action</i>, the child/young person has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause significant barriers to learning. Progress: there will be low rates of progress within the curriculum, except in very specific areas of strength.</p>		
<p>Process Criteria</p>			
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>		<p>Additional human resources Roles and responsibilities</p>
	<p>Grouping</p>	<p>Curriculum and teaching</p>	

<p>Specific Criteria Performance and Progress (May include description of needs/diagnosis)</p>	<p>Despite differentiated learning opportunities together with an individualised programme and/or concentrated support under <i>School Action</i> or <i>Early Years Action</i>, the child/young person has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause significant barriers to learning. Progress: there will be low rates of progress within the curriculum, except in very specific areas of strength.</p>		
<p>School/setting will seek specialist assessment and advice, which may involve health as well as education personnel.</p> <p>The child or young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ difficulties in following instructions, classroom/setting routines and in maintaining attention to task which make it difficult to participate in most ordinary classroom/setting activities without regular adult support and structure; ▪ atypical behaviour, such as: obsessive, challenging and/or withdrawn behaviours, an inappropriate use of language, difficulties in motor imitation and control, abnormal responses to sensory experiences and signs of distress or emotional disturbance without obvious cause; ▪ inappropriate social behaviour leading to rejection by peers and social isolation. <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p>	<p>There will be access to additional and different arrangements on a small group or individual basis to support individual targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal and/or ▪ through out-of-hours provision. <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p>There will be an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming is required to support specific targets.</p> <p>The focus will remain on the educational implications of any difficulties, but there may be tuition targeted at these difficulties under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access.</p> <p>Children/young people with communication and interaction difficulties may also require some, or all, of the following:</p> <ul style="list-style-type: none"> ▪ the use of autism-specific teaching and/or communication techniques ▪ flexible teaching arrangements ▪ help in acquiring, comprehending and using language in structured and unstructured situations ▪ help in articulation ▪ help in acquiring literacy skills ▪ organised opportunities to develop appropriate social communication skills ▪ help in using augmentative and alternative means of communication ▪ help to use different means of communication confidently and competently for a range of purposes including formal situations ▪ help in organising and co-ordinating oral and written language ▪ support to compensate for the impact of a communication difficulty on learning in English as an additional language ▪ help in expressing, comprehending and using their own language, where English is not the first language <p>Additional access to ICT and to specialist equipment and materials as necessary to meet the outcomes identified in the IEP.</p>	<p><i>School Action Plus</i> or <i>Early Years Action Plus</i> is only evident when the school or setting is engaged with external services on behalf of the child or young person.</p> <p>External support service(s) advise on behaviour management, curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational &/or social and health needs.</p> <p>Small group or individual intervention provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCo.</p>

Communication and Interaction (Autistic Spectrum Disorders): School Action/Early Years Action

<p>Specific Criteria Performance and Progress (May include description of needs/ diagnosis)</p>	<p>Progress: the child/young person has communication and/or interaction difficulties and continues to demonstrate progress at a level below that expected to be achieved by differentiated tasks.</p>		
<p>Process Criteria</p>			
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>		
<p>Early identification, assessment and provision using pre-school assessment information and/or Baseline Assessment and/or QCA assessment baselines.</p> <p>Continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests. The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ participation in most aspects of ordinary classrooms/settings, but with some difficulties in following instructions, classroom/setting routines and in maintaining attention on task; ▪ a reliance on teacher support and careful structuring of activities to enable child/young persons to engage successfully in group work and/or social activities; ▪ a tendency to display obsessive behaviours and/or inappropriate language likely to result in child/young persons losing friends or distracting teaching staff; ▪ progress within the curriculum, but which can be greater in some areas than in others because of difficulties in particular aspects of learning such as writing, language or practical activities. <p>An individual or group plan will be required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</p> <p>(In some schools/settings, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> ▪ progress made by the child/young person ▪ effectiveness of strategies ▪ updated information or advice 	<p>Grouping</p> <p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>	<p>Curriculum and teaching</p> <p>School/setting will strengthen their current strategies using existing resources. The focus will be on responding to child/young person's immediate speech, language, social and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected autistic spectrum difficulties.</p> <p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt work to match child/young person ability at a level of attainment suitable for the individual child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities in support of IEP targets may be required using, for example:</p> <ul style="list-style-type: none"> ▪ different learning materials or ▪ special equipment <p>There will be clear information on child/young person and parent involvement.</p>	<p>Additional human resources Roles and responsibilities</p> <p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's class or subject teachers¹ are responsible for working with the child or young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers, educational psychologist or speech and language therapist may be involved in staff development and training aimed at introducing more effective strategies or in providing one-off or occasional advice on strategies or equipment. This may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Services may be required in particular cases.</p>

¹ In Early Years Settings, the practitioner usually responsible for the child.

Communication and Interaction Scales

Specific Criteria: Autistic Spectrum Disorders/Speech and Language Difficulties

Specific Criteria						
Statutory Action	Social Communication	Social Interaction	Social Imagination	Receptive Language	Expressive Language	Motor/Organisational
End of Foundation Stage	0 – 5 points.	0 – 5 points.	0 – 2 points.	3 points or less.	3 points or less.	0 – 10 points.
End of KS1	5 points or less where all ticks fall in the 'not at all', 'rarely' or 'sometimes'	5 points or less where all ticks fall in the 'not at all', 'rarely' or 'rarely'	2 points or less where all ticks fall in the 'not at all' or 'rarely'	7 points or less.	11 points or less.	10 points or less.
End of KS2	15 points or less.	15 points or less.	10 points or less where all ticks fall in the 'not at all', 'rarely' or 'rarely'	21 points or less.	23 points or less.	20 points or less.
End of KS3/4	22 points or less.	22 points or less.	12 points or less where all ticks fall in the 'not at all', 'rarely' or 'rarely'	24 points or less.	28 points or less.	24 points or less.
Pre-school	Using QCA P Scales: below P3.					

Specific Criteria: Communication and Interaction

Name:	Age:	Date:
-------	------	-------

<i>Desirable behaviour</i>	Not at all	Rarely	Sometimes	Fairly often
SOCIAL COMMUNICATION	0	1	2	3
1. Responds when called by name.				
2. Follows verbal instructions in 1:1 setting.				
3. Follows verbal instructions in small group setting.				
4. Follows verbal instructions in whole class setting.				
5. Takes turns in conversations.				
6. Initiates conversation.				
7. Changes topic of conversation.				
8. Maintains an appropriate conversation.				
9. Shows awareness of the listener's needs.				
10. Gives appropriate non-verbal signals as a listener.				
11. Changes the topic or style of a conversation to suit the listener.				
12. Changes appropriately the volume and tone of voice.				
13. Recognises and responds to non-verbal cues eg: a frown.				
14. Understands implied meanings.				
15. Tells or writes an imaginative story.				
16. Relates a sequence of events.				
17. Gives a simple sequence of instructions.				

SOCIAL INTERACTION	0	1	2	3
18. Uses gesture, body posture, facial expression and eye-to-eye gaze in 1:1 situation.				
19. Uses gesture, body posture, facial expression and				

<i>eye-to-eye gaze in group interaction.</i>				
<i>20. Follows social cues in 1:1 situation with adults.</i>				
<i>21. Follows social cues in 1:1 situation with other children.</i>				
<i>22. Follows social cues in group interaction.</i>				
<i>23. Shares an activity with other children.</i>				
<i>24. Shares an activity with an adult.</i>				
<i>25. Develops peer friendships.</i>				
<i>26. Seeks comfort/affection when upset.</i>				
<i>27. Offers comfort/affection to others.</i>				
<i>28. Shares in others' enjoyment/pleasure.</i>				
<i>29. Imitates other children.</i>				
<i>30. Imitates adults.</i>				
<i>31. Shows different responses to different people in different situations.</i>				
<i>32. Responds appropriately to social praise.</i>				
<i>33. Responds appropriately to criticism.</i>				

<i>Desirable behaviour</i>	Not at all	Rarely	Sometimes	Fairly often
SOCIAL IMAGINATION & FLEXIBLE THINKING	0	1	2	3
<i>34. Has varied interests.</i>				
<i>35. Shares interests.</i>				
<i>36. Changes behaviour according to the situation.</i>				
<i>37. Accepts changes in rules, routines or procedures.</i>				
<i>38. Plays imaginatively when alone.</i>				
<i>39. Plays imaginatively with others.</i>				
<i>40. Accepts others' points of view.</i>				
<i>41. Generalises learning.</i>				
<i>42. Transfers skills across the curriculum.</i>				
<i>43. Plans an event or task.</i>				
<i>44. Suggests possible explanations for events.</i>				
<i>45. Uses inference and deduction.</i>				

RECEPTIVE LANGUAGE	0	1	2	3
46. Listens 1-1.				
47. Listens in a small group.				
48. Listens in classroom context without visual cues.				
49. Follows instructions to carry out an activity step by step without visual cues.				
50. Is able to retain information from one lesson to another.				
51. Shows understanding of an age-appropriate story/text told to a large group of pupils.				
52. Shows understanding of where/when/how questions.				
53. Shows ability to predict outcomes.				
54. Shows ability to make inferences.				
55. Understands abstract concepts of time and				
56. Shows an appropriate understanding of words.				
57. Can understand how words are linked in categories.				

EXPRESSIVE LANGUAGE (including speech production)	0	1	2	3
58. Uses intelligible, connected speech.				
59. Uses familiar vocabulary appropriately.				
60. Uses phrases and statements to comment on ongoing activities.				
61. Finds words and joins them together with appropriate word order.				
62. Uses appropriate grammatical structures, taking into account local dialect.				
63. Recalls and describes in sequence activities that have been recently completed.				
64. Asks appropriate questions to obtain information.				
65. Gives meaningful instructions.				

66. Tells/retells a story or imagined events in chronological order.				
67. Contributes to discussion about behaviour or feelings in different situations.				
68. Gives an explanation of why events occur and predicts alternative endings/outcomes.				
69. Uses language appropriately in a variety of situations.				

MOTOR & ORGANISATIONAL SKILLS	0	1	2	3
70. Finds way around classroom.				
71. Finds way around school.				
72. Sits still.				
73. Sits amongst a small group.				
74. Sits amongst a large group eg: assembly.				
75. Finds and organises the equipment needed for a given task.				
76. Writes legibly and draws accurately.				
77. Gets changed without help eg: for PE.				
78. Organises movements for PE and games.				

	SCORE
SOCIAL COMMUNICATION	
SOCIAL INTERACTION	
SOCIAL IMAGINATION & FLEXIBLE THINKING	
RECEPTIVE LANGUAGE	
EXPRESSIVE LANGUAGE	

<i>MOTOR & ORGANISATIONAL SKILLS</i>	
---	--

Sensory and Physical Development (Hearing Impairment): Statutory Action

<p>Specific Criteria Attainment and Progress Description of needs/diagnosis</p>	<p>The level of hearing loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment. In order to ensure that the child/young person with the most severe hearing impairment maintains adequate progress, the LEA may need to become more actively involved through <i>Statutory Action</i>. The child or young person has a permanent, severe or profound hearing impairment that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)</p>
--	--

<p>Process Criteria</p>		
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>	<p>Additional human resources Roles and responsibilities</p>
	<p>Grouping</p>	<p>Curriculum and teaching</p>

Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through *Statutory Action*.

For *Statutory Action* to be appropriate, most of the following criteria would normally apply:

- inability to make progress within the curriculum (or, for the very young child, to develop within expected/predicted milestones) without extensive amplification of hearing and the support of visual means of communication (e.g. lip-reading; signed support);
- significant speech and language difficulties restricting communication with peers and teachers/practitioners and inhibiting language use in the curriculum;
- difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration;
- emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting;
- significant difficulties in maintaining and sustaining concentration in the classroom/setting leading to problems in completing work;
- a need for adapted materials and a level of support beyond that which is realistic at *School Action Plus/Early Years Action Plus*.

The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.

The statement will ensure:

- greater clarity for the school/setting regarding the objectives of the intervention
- a longer-term plan for provision to inform shorter-term planning
- a strengthening of parental involvement in both long and short term review and planning
- early phase transfer planning
- formal review process monitored by the LEA
- Transitional Planning in Year 9 involving Connexions personal adviser
- greater emphasis on multi-agency planning

The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.

Grouping should take account of the needs of the HI child/young person in curricular and extra-curricular activities.

(Teachers/practitioners will have regard to the isolating nature of HI.)

The child/young person may have access to additional targeted teaching¹³ in small groups, or individually, on a daily basis.

Equal access to out-of-hours learning opportunities.

There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.

In some cases, the extent of the changes deemed necessary in structure/adaptation to the mainstream school/setting may result in a specialist placement.

There is an increasingly individualised programme (although within the context of an inclusive curriculum).

The child or young person will require some or all of the following:

- flexible teaching arrangements
- appropriate seating
- appropriate acoustic environment
- adaptations to school policies and procedures
- access to alternative forms of communication
- access to additional amplification systems
- access in all areas of the curriculum through specialist aids, equipment or adaptations
- regular and frequent access to specialist support²
- visual reinforcement

and help with

- acquiring, comprehending and using speech and language in structured and unstructured situations
- developing literacy skills
- using chosen means of communication confidently and competently
- organising and co-ordinating oral and written language
- compensating for the impact of a hearing impairment on learning if English is not the home language

The LEA maintains a Statement of Special Educational Need.

The HT³ ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.

Multi-agency direct involvement is essential with long-term support from appropriate visiting specialists.

Well co-ordinated oversight is required for the foreseeable future.

Specialist experience/qualifications⁴ will be provided, related to the 'four dimensions' of SEN. There is assistance to the school/setting, teacher or child/young person with most aspects of curriculum planning and delivery, supporting the child within his/her classroom/setting.

A teacher of the deaf, specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist may provide individual or small group tuition.

A qualified facilitator may be required to provide sign support.

A trained LSA or other adult may provide sustained and targeted support in the classroom/setting.

Senory and Physical Development (Hearing Impairment): School Action Plus/Early Years Action Plus

<p>Specific Criteria</p> <p>Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p>The level of hearing loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.</p> <p>At <i>School/Early Years Action Plus</i>, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.</p>
<p>Process Criteria</p>	

^{13, 2, 4} Should include access to a specialist teacher for hearing impairment.

³ In Early Years Settings: headteacher or manager.

<p>Specific Criteria Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p>The level of hearing loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment. At <i>School/Early Years Action Plus</i>, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.</p>		
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>		<p>Additional human resources Roles and responsibilities</p>
<p>Despite receiving an individualised programme and/or concentrated support under <i>School Action</i>, the child/young person requires specialist equipment and/or regular advice/visits by the specialist service in order to maintain adequate progress. The child/young person's difficulties include a number of the following:</p> <ul style="list-style-type: none"> ▪ inability to make progress within the curriculum without amplification of hearing and the support of visual means of communication (eg. lip-reading); ▪ speech and language difficulties restricting communication with peers and teachers and restricting language use in the curriculum; ▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration; ▪ emotional and/or behaviour difficulties perhaps including periods of withdrawal, disaffection and reluctance to attend school; ▪ some difficulties in maintaining and sustaining concentration in the classroom/setting leading to difficulties in completing work ▪ a need for adapted materials and a level of support beyond that which is realistic to expect from the class/subject¹⁴ teacher. <p>School/setting explores the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p> <p>There is systematic monitoring of child/young person's progress in terms of the effectiveness of interventions.</p> <p>School/setting seeks specialist assessment and advice, which involves health as well as education personnel.</p>	<p>Grouping</p> <p>Grouping should take account of the needs of the HI child/young person in curricular and extra-curricular activities. (Teachers will have regard to the isolating nature of HI.)</p> <p>There is access to additional and different arrangements on a small group or individual basis.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal ▪ through part-time or time-limited placement in specialist provision ▪ through out-of-hours learning opportunities <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p>Curriculum and teaching</p> <p>There is an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming is required to support specific individual targets.</p> <p>The child or young person may require some of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ appropriate seating ▪ good listening conditions ▪ adaptations to school/setting policies and procedures ▪ access to alternative forms of communication ▪ access to additional amplification systems ▪ access in all areas of the curriculum through specialist aids, equipment or adaptations ▪ regular access to specialist support ▪ visual reinforcement <p>and help with</p> <ul style="list-style-type: none"> ▪ acquiring, comprehending and using speech and language in structured and unstructured situations ▪ developing literacy skills ▪ using chosen means of communication confidently and competently ▪ organising and co-ordinating oral and written language ▪ compensating for the impact of a hearing impairment on learning if English is not the home language. 	<p><i>School Action Plus/Early Years Action Plus</i> is only evident when the school/setting is regularly engaged with external services on behalf of the child/young person.</p> <p>External support service(s) advise on curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational and/or social and health needs.</p> <p>A teacher of the deaf, specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist provides small group or individual tuition.</p> <p>A trained LSA or other adult provides sustained and targeted support in the classroom/setting.</p>

¹⁴ In Early Years Settings, the practitioner usually responsible for the child.

Sensory and Physical Development (Hearing Impairment): School Action/Early Years Action

<p>Specific Criteria Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p>The level of hearing loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.</p> <p>At <i>School/Early Years Action</i>, however, the child/young person's ability to make adequate progress within the curriculum is dependent on additional or different action being taken.</p>		
<p>Process Criteria</p>			
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>		<p>Additional human resources Roles and responsibilities</p>
<p>The child/young person has a hearing impairment and is unable to maintain adequate progress despite differentiated learning opportunities, including the availability of additional equipment.</p> <p>There may be evidence of:</p> <ul style="list-style-type: none"> ▪ progress within the curriculum but at lower levels than might be expected from measures of cognitive skills; ▪ progress at lower levels than might be expected from performance on tasks where hearing ability is not central to learning; ▪ tonal changes in speech, progressive failure to respond to verbal cues or increasing requests for the repetition of instructions; ▪ physical changes such as persistent discharges from the ears, tilting of the head to maximise aural input or excessive efforts to focus on the teacher's face when instructions are being given; ▪ increased reliance on peers for the understanding or relaying of instructions; ▪ signs of frustration leading to emotional or behavioural problems not previously observed and for which there are no obvious causes; ▪ signs of frustration and difficulty in forming relationships with peers and evidence of isolation during social times. <p>An individual education plan is required only when the child/young person's needs demand additional and/or different arrangements beyond the existing differentiated curriculum plan within normal activity in the classroom/setting.</p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions.</p>	<p>Grouping</p> <p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning. (Teachers will have regard to the isolating nature of HI.)</p> <p>Classroom/setting management responds to the child/young person's hearing impairment.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>	<p>Curriculum and teaching</p> <p>Emphasis on differentiation for curriculum access. It is expected that the teacher/practitioner will adapt teaching methods and work to meet the child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> ▪ specific teaching methods that are appropriate to the needs of a child/young person with hearing impairment ▪ differentiated learning materials ▪ specialist equipment ▪ visual reinforcement <p>The child/young person may require:</p> <ul style="list-style-type: none"> ▪ a good listening environment ▪ appropriate seating ▪ opportunities to develop communication skills ▪ help to develop language and literacy skills <p>There will be clear information on child/young person and parent involvement.</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's class¹⁵ or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>A teacher of the deaf, specialist teacher or educational psychologist may be involved in providing advice on strategies or staff development and training aimed at introducing more effective strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Services may be required in particular cases.</p>

Sensory and Physical Development (Physical and Medical Difficulties): Statutory Action

<p>Specific Criteria Attainment and Progress Description of needs/diagnosis</p>	<p>Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs. In order to ensure that the child/young person with the most complex physical needs maintains adequate progress, the LEA may need to become more actively involved through <i>Statutory Action</i>. The child or young person has a permanent, severe and/or complex physical disability or serious medical condition that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)</p>			
<p>Process Criteria</p>				
<p>Assessment and planning Monitoring and review</p>		<p>Teaching methods and curriculum support</p>		<p>Additional human resources Roles and responsibilities</p>
		<p>Grouping</p>	<p>Curriculum and teaching</p>	

<p>Specific Criteria Attainment and Progress Description of needs/diagnosis</p>	<p>Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs. In order to ensure that the child/young person with the most complex physical needs maintains adequate progress, the LEA may need to become more actively involved through <i>Statutory Action</i>. The child or young person has a permanent, severe and/or complex physical disability or serious medical condition that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)</p>		
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>For <i>Statutory Action</i> to be appropriate, most of the following criteria would normally apply:</p> <ul style="list-style-type: none"> inability to make progress within the curriculum (or, for the very young child, to develop within expected/predicted milestones) without the extensive use of specialist materials, aids, equipment, furniture and/or adaptations to the physical environment of the school/setting; difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration; emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting; significant difficulties in maintaining and sustaining concentration in the classroom/setting leading to problems in completing work; a need for adapted materials and a level of support beyond that which is realistic at <i>School Action Plus/Early Years Action Plus</i>; attainment levels in most tasks and curriculum areas significantly depressed by irregular attendance brought about by the nature of the physical difficulty and/or the need for regular therapy. <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> greater clarity for the school/setting regarding the objectives of the intervention a longer-term plan for provision to inform shorter-term planning a strengthening of parental involvement in both long and short term review and planning early phase transfer planning formal review process monitored by the LEA Transitional Planning in Year 9 involving Connexions personal adviser greater emphasis on multi-agency planning <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>Grouping should take account of the needs of the child/young person in curricular and extra-curricular activities. (Teachers will have regard to the isolating nature of disability.)</p> <p>The child/young person may have access to additional targeted support¹⁶ in small groups, or individually, on a daily basis.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>In some cases, the extent of the changes deemed necessary in structure/adaptation to the mainstream school/setting may result in a specialist placement.</p>	<p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>The child or young person will require some or all of the following:</p> <ul style="list-style-type: none"> flexible teaching arrangements appropriate seating adaptations to the physical environment of the school adaptations to school policies and procedures access to alternative forms of communication access in all areas of the curriculum through specialist aids, equipment or adaptations regular and frequent access to specialist support¹ therapy programmes care plan¹⁷ targeted interventions in areas of particular difficulty or to develop specific skills strategies to reduce the impact of physical and/or medical difficulties on learning strategies to promote independent learning 	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT¹⁸ ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with long-term support from appropriate professionals and visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications will be provided, related to the 'four dimensions' of SEN⁴. There is assistance to the school/setting, teacher or child/young person with most aspects of curriculum planning and delivery, supporting the child within his/her classroom/setting.</p> <p>A specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist may provide small group or individual tuition.</p> <p>One or more trained LSAs or other adults may provide primary care and/or sustained and targeted support in the classroom/setting.</p>

Sensory and Physical Development (Physical and Medical Difficulties): School Action Plus/Early Years Action Plus

^{16 4} Should include access to advice from an advisory teacher for physical disability and/or the Hospital School Service.

¹⁷ May include feeding programme, toileting, moving and handling, risk assessment, independence skills, medication.

¹⁸ In Early Years Settings: headteacher or manager.

<p>Specific Criteria Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p>Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs. At <i>School/Early Years Action Plus</i>, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.</p>	
<p>Process Criteria</p>		
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>	<p>Additional human resources Roles and responsibilities</p>

<p>Specific Criteria Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p>Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs. At <i>School/Early Years Action Plus</i>, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.</p>		
<p>Despite receiving an individualised programme and/or concentrated support under <i>School Action</i>, the child/young person requires specialist equipment and/or regular advice/visits by the specialist service in order to maintain adequate progress. The child/young person's difficulties include a number of the following:</p> <ul style="list-style-type: none"> ▪ inability to make progress within the curriculum without the use of specialist materials, aids, equipment, furniture and/or adaptations to the physical environment of the school/setting; ▪ some difficulties in maintaining and sustaining concentration in the classroom leading to problems in completing work ▪ a need for adapted materials and a level of support beyond that which it is realistic to expect from the class/subject¹⁹ teacher; ▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration; ▪ emotional and/or behavioural difficulties perhaps including periods of withdrawal, disaffection and reluctance to attend school/setting; ▪ attainment levels in most tasks and curriculum areas significantly depressed by irregular attendance brought about by the nature of the physical difficulty and/or the need for regular therapy. <p>School/setting explores the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p> <p>There is systematic monitoring of child/young person's progress in terms of the effectiveness of interventions.</p> <p>School/setting seeks specialist assessment and advice, which involves health as well as education personnel.</p>	<p style="text-align: center;">Grouping</p> <p>Grouping should take account of the needs of the child/young person in curricular and extra-curricular activities. (Teachers/practitioners will have regard to the isolating nature of disability.)</p> <p>There is access to additional and different arrangements on a small group or individual basis.</p> <p>These arrangements are made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal ▪ through part-time or time-limited placement in specialist provision ▪ through out-of-hours learning opportunities <p>Equal access both to the curriculum and to out-of-hours learning opportunities.</p>	<p style="text-align: center;">Curriculum and teaching</p> <p>There is an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming may be required to support specific individual targets.</p> <p>The child or young person will require some of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ appropriate seating ▪ adaptations to the physical environment of the school ▪ adaptations to school policies and procedures ▪ access to alternative forms of communication ▪ access in all areas of the curriculum through specialist aids, equipment or adaptations ▪ regular access to specialist support²⁰ ▪ therapy programmes ▪ care plan²¹ ▪ targeted interventions in areas of particular difficulty or to develop specific skills ▪ strategies to reduce the impact of physical and/or medical difficulties on learning ▪ strategies to promote independent learning 	<p><i>School Action Plus/Early Years Action Plus</i> is only evident when the school/setting is regularly engaged with external services on behalf of the child/young person.</p> <p>External support service(s) advise on curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational and/or social and health needs.</p> <p>A specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist provides small group or individual tuition.</p> <p>A trained LSA or other adult may provide primary care and/or sustained and targeted support in the classroom/setting.</p>

¹⁹ In Early Years Settings, the practitioner usually responsible for the child.

²⁰ Should include access to advice from an advisory teacher for physical disability and/or the Hospital School Service.

²¹ May include feeding programme, toileting, moving and handling, risk assessment, independence skills, medication.

Sensory and Physical Development (Physical and Medical Difficulties): School Action/Early Years Action

<p>Specific Criteria</p> <p>Attainment and progress</p>	<p>Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs. At School/Early Years Action, however, the child/young person's ability to make adequate progress within the curriculum is dependent on additional or different action being taken.</p>		
<p>Process Criteria</p>			
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>		<p>Additional human resources Roles and responsibilities</p>
<p>The child/young person has physical or medical difficulties and is unable to maintain adequate progress despite differentiated learning opportunities, including the availability of additional equipment.</p> <p>There may be evidence of:</p> <ul style="list-style-type: none"> ▪ progress within the curriculum at lower levels than might be expected from measures of cognitive skills; ▪ progress at lower levels than might be expected from performance on tasks or at times where the physical or medical difficulty has less impact; ▪ ability to participate in most classroom/setting activities but with difficulties in undertaking some tasks; ▪ difficulties in working at the same pace as other children/young people ▪ signs of increasing fatigue towards the end of the school day or setting session; ▪ signs of frustration in the classroom/setting; ▪ difficulty in forming relationships with peers; ▪ isolation during lunch and other social times. <p>An individual education plan is required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions.</p>	<p>Grouping</p>	<p>Curriculum and teaching</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's class²² or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies or in providing staff development and training aimed at introducing more effective strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Services may be required in particular cases.</p>
<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning. (Teachers will have regard to the isolating nature of disability.)</p> <p>Classroom/setting management responds to the child/young person's physical and/or medical difficulties.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>		<p>Emphasis on differentiation for curriculum access. It is expected that the teacher/practitioner will adapt teaching methods and work to meet the child/young person's needs using the resources and strategies available in the ordinary classroom/setting.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> ▪ specific teaching methods that are appropriate to the needs of a child/young person with physical and/or medical difficulties ▪ strategies to promote independent learning <p>The child/young person may require:</p> <ul style="list-style-type: none"> ▪ specialist equipment ▪ some modification of classroom routines and organisation ▪ differentiated learning materials ▪ appropriate seating ▪ risk assessment <p>There will be clear information on child/young person and parent involvement.</p>	

²² In Early Years settings, the practitioner usually responsible for the child.

Sensory and Physical Development (Visual Impairment): Statutory Action

<p>Specific Criteria Attainment and Progress Description of needs/diagnosis</p>	<p>The level of visual loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment. In order to ensure that the child/young person with the most severe visual impairment maintains adequate progress, the LEA may need to become more actively involved through <i>Statutory Action</i>. The child or young person is blind or has a severe visual impairment that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)</p>		
<p>Process Criteria</p>			
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>		<p>Additional human resources Roles and responsibilities</p>
	<p>Grouping</p>	<p>Curriculum and teaching</p>	

<p>Specific Criteria Attainment and Progress Description of needs/diagnosis</p>	<p>The level of visual loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment. In order to ensure that the child/young person with the most severe visual impairment maintains adequate progress, the LEA may need to become more actively involved through <i>Statutory Action</i>. The child or young person is blind or has a severe visual impairment that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)</p>		
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LEA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>For Statutory Action to be appropriate, most of the following criteria would normally apply:</p> <ul style="list-style-type: none"> ▪ inability to make progress within the curriculum (or, for the very young child, to develop within expected/predicted milestones) without the use of specialist materials and equipment; ▪ mobility problems impacting significantly on participation in school and classroom activities; ▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration; ▪ the visual impairment leads to significant difficulties in maintaining and sustaining concentration in the classroom and in completing work; ▪ emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting; ▪ a need for adapted materials and a level of support beyond that which is realistic at <i>School Action Plus/Early Years Action Plus</i>. <p>The LEA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> ▪ greater clarity for the school/setting regarding the objectives of the intervention ▪ a longer-term plan for provision to inform shorter-term planning ▪ a strengthening of parental involvement in both long and short term review and planning ▪ early phase transfer planning ▪ formal review process monitored by the LEA ▪ Transitional Planning in Year 9 involving Connexions personal adviser ▪ greater emphasis on multi-agency planning <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>Grouping should take account of the needs of the VI child/young person in curricular and extra-curricular activities. (Teachers will have regard to the isolating nature of VI.)</p> <p>The child/young person may have access to additional targeted teaching²³ in small groups, or individually, on a daily basis.</p> <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>In some cases, the extent of the changes deemed necessary in structure/adaptation to the mainstream school/setting may result in a specialist placement.</p>	<p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>The child or young person will require some or all of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ appropriate seating and lighting ▪ adaptations to school policies and procedures ▪ provision of tactile and kinaesthetic materials ▪ access to low vision aids ▪ access in all areas of the curriculum through specialist aids, equipment, ICT or adaptations ▪ regular and frequent access to specialist support² ▪ teaching³ in specialist curriculum areas e.g. Braille, mobility, touch typing, daily living skills ▪ verbal reinforcement ▪ strategies to reduce the impact of a visual impairment on learning <p>and help with</p> <ul style="list-style-type: none"> ▪ choosing the most appropriate medium for accessing and recording work ▪ developing literacy and mathematical skills ▪ sequencing and organisational skills ▪ developing spatial awareness and understanding ▪ problem solving and developing concepts ▪ social communication and interaction 	<p>The LEA maintains a Statement of Special Educational Need.</p> <p>The HT⁴ ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications⁵ will be provided, related to the 'four dimensions' of SEN. There is assistance to the school/setting, teacher or child/young person with most aspects of curriculum planning and delivery, supporting the child within his/her classroom/setting.</p> <p>A specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist may provide individual or small group tuition.</p> <p>A trained LSA or other adult may provide sustained and targeted support in the classroom/setting.</p>

Sensory and Physical Development (Visual Impairment): School Action Plus/Early Years Action Plus

^{23, 2, 3, 5} Should include access to a specialist teacher for visual impairment and to a mobility officer.

⁴ In Early Years Settings: headteacher or manager.

<p>Specific Criteria Attainment and Progress</p> <p>(May include description of needs/diagnosis)</p>	<p>The level of visual loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.</p> <p>At <i>School/Early Years Action Plus</i>, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.</p>
---	--

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>Despite receiving an individualised programme and/or concentrated support under <i>School Action</i>, the child/young person requires specialist equipment and/or regular advice/visits by the specialist service in order to maintain adequate progress. The child/young person's difficulties include a number of the following:</p> <ul style="list-style-type: none"> ▪ inability to make progress within the curriculum without the use of those specialist materials and equipment available at <i>School/Early Years Action Plus</i>; ▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration; ▪ emotional and/or behavioural difficulties perhaps including periods of withdrawal, disaffection and reluctance to attend school; ▪ mobility problems impacting on participation in school and classroom activities; ▪ the visual impairment leads to some difficulties in maintaining and sustaining concentration in the classroom and in completing work ▪ a need for adapted materials and a level of support beyond that which is realistic to expect from the class/subject²⁴ teacher. <p>School/setting explores the opportunities for enhanced, co-ordinated intervention that are provided through the PSR, SBR, Local Learning Group or the District Forum.</p> <p>There is systematic monitoring of child/young person's progress in terms of the effectiveness of interventions.</p> <p>School/setting seeks specialist assessment and advice, which involves health as well as education personnel.</p>	<p>Grouping should take account of the needs of the VI child/young person in curricular and extra-curricular activities. (Teachers will have regard to the isolating nature of VI.)</p> <p>There is access to additional and different arrangements on a small group or individual basis.</p> <p>These arrangements are made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal ▪ through part-time or time-limited placement in specialist provision ▪ through out-of-hours learning opportunities <p>Equal access to out-of-hours learning opportunities and extra curricular activities.</p>	<p>There is an emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming may be required to support specific individual targets.</p> <p>The child or young person will require some of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ appropriate seating and lighting ▪ adaptations to school policies and procedures ▪ provision of tactile and kinaesthetic materials ▪ access to low vision aids ▪ access in all areas of the curriculum through specialist aids, equipment, ICT or adaptations ▪ regular access to specialist support² ▪ teaching in specialist curriculum areas eg. Braille, mobility, touch typing, daily living skills²⁵ ▪ verbal reinforcement ▪ strategies to reduce the impact of a visual impairment on learning <p>and help with</p> <ul style="list-style-type: none"> ▪ developing literacy and mathematical skills ▪ sequencing and organisational skills ▪ developing spatial awareness and understanding ▪ problem solving and developing concepts ▪ social communication and interaction 	<p><i>School Action Plus/Early Years Action Plus is only evident when the school/setting is regularly engaged with external services on behalf of the child/young person.</i></p> <p>External support service(s) advise on curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational and/or social and health needs.</p> <p>A specialist teacher, the SENCo, an LSA (under specialist guidance) or other specialist provides small group or individual tuition.</p> <p>A trained LSA or other adult provides sustained and targeted support in the classroom/setting.</p>

²⁴ In Early Years Settings, the practitioner usually responsible for the child.

Sensory and Physical Development (Visual Impairment): School Action/Early Years Action

<p>Specific Criteria</p> <p>Attainment and progress</p>	<p>The level of visual loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment. At <i>School/Early Years Action</i>, however, the child/young person's ability to make adequate progress within the curriculum is dependent on additional or different action being taken.</p>		
<p>Process Criteria</p>			
<p>Assessment and planning Monitoring and review</p>	<p>Teaching methods and curriculum support</p>		<p>Additional human resources Roles and responsibilities</p>
<p>The child/young person has a visual impairment and is unable to maintain adequate progress despite differentiated learning opportunities, including the availability of additional equipment.</p> <p>There may be evidence of:</p> <ul style="list-style-type: none"> ▪ progress within the curriculum but at lower levels than might be expected from measures of cognitive skills; ▪ progress at lower levels than might be expected from performance on tasks where visual acuity is not central to learning; ▪ ability to take part in most classroom activities but difficulties in undertaking tasks or participating in those activities dependent on vision ▪ difficulties in working at the same pace as other children/young people; ▪ signs of increasing fatigue towards the end of the school day; ▪ signs of frustration in the classroom; ▪ difficulty in forming relationships with peers; ▪ evidence of isolation during lunch and social times. <p>An individual education plan is required only when the child/young person's needs demand additional and/or different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting. (In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions.</p>	<p>Grouping</p>	<p>Curriculum and teaching</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's class²⁶ or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Services may be required in particular cases.</p>
<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning. (Teachers will have regard to the isolating nature of VI.)</p> <p>Classroom/setting management responds to the child/young person's visual impairment.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p>		<p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt teaching methods and work to meet the child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> ▪ specific teaching methods that are appropriate to the needs of a child/young person with visual impairment ▪ specialist equipment ▪ verbal reinforcement <p>The child/young person may require:</p> <ul style="list-style-type: none"> ▪ differentiated learning materials ▪ appropriate seating and lighting <p>There will be clear information on child/young person and parent involvement.</p>	

²⁵ Should include access to a specialist teacher for visual impairment and/or mobility officer.

²⁶ In Early Years settings, the practitioner usually responsible for the child.

To: All mainstream Headteachers
Purpose: To advise Headteachers about the further application process for Schools' Contingency Fund 2002/03
Priority: High
Reply requested: Yes, if applicable

**Invicta House
County Hall
Maidstone
Kent ME14 1XX**

Tel: (01622) 605729
Minicom (01622) 605720
:
E-Mail AEN.resources@kent.gov.uk
Ask for: Colin Feltham
Your
Ref:
Our Ref: PS/AEN-R/CF/LR
Date:

Dear Colleague

Schools' Contingency Fund 2002/2003 – Further Applications

A number of schools have identified pupils with Statements of SEN who have recently joined their school roll and who may meet the criteria for very severe and complex need funding.

This letter, together with the enclosed notes and proforma, should be referred to and used to make an application for contingency funding for any such pupils. Please note that applications can only be made for pupils with current Statements and on the roll of the school. Applications cannot be made for any pupils without a Statement, previously referred and considered for contingency funding or on the roll of the school prior to 1 April 2002.

Should you wish to make an application, please complete and return the proforma to Susanne Baillie, Finance & Information Officer, at Clover House, John Wilson Business Park, Whitstable, Kent CT5 3QZ.

Once this information has been verified with the SEN database, the form will be returned to you to add the criteria sheets and supporting evidence. Four copies of all the documentation should be delivered to the AEN & Resources Department at your area office. The submitted application **must** include:

- A completed proforma for each pupil;
- Completed criteria sheets ticked appropriately; and
- Supporting evidence

Once the completed application has been received it will be timetabled for consideration by Headteacher representatives immediately prior to the next County Panel meeting in your area. Please see attached dates of County Panel meetings in your area for the remainder of the financial year.

PTO

It is essential that Headteachers manage the decision-making process as it is schools' money that is being allocated. If you would like to be on the Headteacher panels, please contact your Local Learning Group chair and AEN & R Manager.

These arrangements were agreed by the Delegated Formula Funding Group on 17 January 2003.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Colin Feltham', followed by a period.

Colin Feltham
Head of AEN & Resources

Encs.

CRITERIA FOR VERY SEVERE AND COMPLEX NEED

PHYSICAL DEVELOPMENT

PHYSICAL DISABILITY AND MEDICAL NEEDS
SPECIFIC CRITERIA: ACCESS, ATTAINMENT & PROGRESS
The pupil has very severe and complex long-term needs and can achieve equal access and maintain adequate progress only with the allocation of resources additional to those that can be provided from within the existing school's delegated budget. Without this provision, there are likely to be significant health and safety issues for the pupil and/or peers.

SPECIFIC CRITERIA: ASSESSMENT*		PROCESS CRITERIA: ADDITIONAL RESOURCES
MOBILITY	Band 1 Independent mobility is extremely limited by motor difficulties. Extensive dependence on adult assistance and generally a wheelchair user.	Additional resources to: 1. select and use appropriate specialised equipment 2. support access to school life 3. support primary care needs 4. provide high degree of human resource needed to aid curriculum access and response 5. provide manual handling 6. support risk assessment
	Band 2 A wheelchair user with no independent mobility. Total dependence on adult assistance.	Additional resources to: 1. select and use appropriate specialised equipment 2. provide a structured, personalised curriculum (within the context of an inclusive curriculum) to promote and maintain functional mobility 3. enable access to all aspects of school life 4. meet primary care needs 5. provide extensive human resource needed to aid curriculum access and response 6. provide two-person manual handling 7. support risk assessment
MOTOR CONTROL	Band 1 Significant fine motor skill / hand control difficulties. Is dependent on the adult to support hand control tasks. Uses a range of specialist individualised equipment on a number of occasions during the day.	Additional resources to: 1. select and use appropriate specialised equipment 2. provide high degree of human resource needed to aid curriculum access and response
	Band 2 Profound fine motor skill / hand control difficulties. Is totally dependent on the adult to perform hand control tasks. Uses a range of specialist individualised equipment throughout the day.	Additional resources to: 1. select and use appropriate specialised equipment 2. provide high degree of human resource needed to aid curriculum access and response 3. provide a structured, personalised curriculum to promote and maintain fine motor skill control.
HEALTH CARE	Band 1 Given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires regular support / intervention.	Additional resources to: 1. follow health care programmes encouraging students to participate and take responsibility when able 2. support the use of specialised personal health care resources to promote student participation.
	Band 2 Given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires regular direct intervention.	Additional resources to: 1. administer specialised personal health care resources, promoting student participation whenever feasible.
MEDICAL NEEDS	Band 1 Has a complex medical condition that requires regular monitoring and medical intervention throughout the school day.	Additional resources to: 1. manage complex and critical health care needs on a daily basis.
	Band 2 Has an unstable and unpredictable medical condition requiring frequent monitoring and medical intervention throughout the school day.	Additional resources to: 1. manage complex and critical health care needs on a daily basis 2. manage highly specialised individual health care resources that are immediately available to address emergency requirements which occur frequently.

- * Some pupils with severe and complex physical and/or medical needs will also have severe and complex emotional, behavioural and social difficulties.

SENSORY DEVELOPMENT

VISUAL IMPAIRMENT and HEARING IMPAIRMENT	
SPECIFIC CRITERIA: ACCESS, ATTAINMENT & PROGRESS	
<p>The pupil has very severe and complex long-term needs and can achieve equal access and maintain adequate progress only with the allocation of resources additional to those that can be provided from within the existing school's delegated budget. Without this provision, there are likely to be significant health and safety issues.</p>	
SPECIFIC CRITERIA: ASSESSMENT*	PROCESS CRITERIA: ADDITIONAL RESOURCES
<p>VISUAL IMPAIRMENT</p> <p>Profound visual impairment often allied with other difficulties. Independent mobility is extremely limited by visual difficulties. Unable to orientate self or negotiate objects in the environment despite training. Extensive dependence on adult assistance. Uses a range of specialist individualised equipment throughout the day.</p>	<p>Additional resources to:</p> <ol style="list-style-type: none"> 1. enable access to school life for the child or young person with profound sensory impairment 2. provide a facilitator for equal access and response to the curriculum including the use of aids, specialised equipment or personal support 3. support the modification, development and delivery of schemes of work 4. provide a structured, personalised programme (within the context of an inclusive curriculum) to promote and maintain functional mobility 5. support the development and delivery of specialised individual sensory and / or tactile programmes including the use of Braille 6. provide planned inclusion activities with sighted/hearing peers during break times 7. support risk assessment
<p>HEARING IMPAIRMENT</p> <p>Profound hearing impairment often allied with other difficulties. Is dependent on the adult to support tasks. Uses a range of specialist individualised equipment throughout the day.</p>	<p>Additional resources to:</p> <ol style="list-style-type: none"> 1. support the modification, development and delivery of schemes of work 2. support the development and delivery of specialised individual programmes 3. select and use appropriate specialised equipment 4. provide high degree of human resource needed to aid curriculum access and response 5. provide facilitator with signing skills in all lessons

- * Some pupils with severe and complex visual and/or hearing impairment will also have severe and complex emotional, behavioural and social difficulties.

COGNITION & LEARNING

VERY SEVERE & COMPLEX LEARNING DIFFICULTIES

SPECIFIC CRITERIA: ACCESS, ATTAINMENT & PROGRESS

The pupil has very severe and complex learning difficulties and can achieve equal access and maintain adequate progress **only** with the allocation of resources additional to those that can be provided from within the existing school's delegated budget. Academic attainment is likely to be two key stages below the usual statutory assessment threshold.

SPECIFIC CRITERIA: ASSESSMENT*

PROCESS CRITERIA: ADDITIONAL RESOURCES

SEVERE LEARNING DIFFICULTIES			
SEVERE LEARNING DIFFICULTIES	Band 1	Has very severe difficulties across all areas of the curriculum and displays learning only when a highly personalised approach is used. Generalisation of learning only occurs when carefully planned in the programme.	<p>Additional resources to provide:</p> <ol style="list-style-type: none"> 1. the development and delivery of age-appropriate educational programmes at pre-level one of the National Curriculum 2. the resourcing of pre-Level One materials in all subjects, highly personalised to maximise access to subject areas 3. in-depth analysis and delivery of skills within every curriculum subject 4. mediation and reinforcement of learning
	Band 2	Has such significant difficulties that is only able to access the curriculum when an adult is available to organise all resources for all tasks.	<p>Additional resources to support:</p> <ol style="list-style-type: none"> 1. a highly personalised approach to curriculum access 2. the modification of ongoing individual activities within a specialist teaching approach in direct response to the pupil's actions 3. the use of specific programmes and equipment to support specialist teaching approaches, including, as appropriate, tactile materials, sign language and / or symbols which can be used flexibly to access the curriculum 4. mediation and reinforcement of learning

* Some pupils with severe and complex learning difficulties will also have severe and complex emotional, behavioural and social difficulties.

Note

For pupils with very severe and complex long-term needs who may have a diagnosis of a syndrome (e.g. Down Syndrome), relevant aspects of any of the criteria described in this document should be used where applicable.

COMMUNICATION AND INTERACTION

SPEECH & LANGUAGE DIFFICULTIES

SPECIFIC CRITERIA: ACCESS, ATTAINMENT & PROGRESS

The pupil has very severe and complex speech and language difficulties and can achieve equal access and maintain adequate progress only with the allocation of resources additional to those that can be provided from within the school's existing delegated budget.

SPECIFIC CRITERIA: ASSESSMENT

PROCESS CRITERIA: ADDITIONAL RESOURCES

SPEECH & LANGUAGE DIFFICULTIES		SPECIFIC CRITERIA: ASSESSMENT	PROCESS CRITERIA: ADDITIONAL RESOURCES
SPEECH & LANGUAGE DIFFICULTIES	Band 1	Has very severe or complex difficulties in understanding the language of tuition. Needs communication using sounds, signs/symbols or signing.	Additional resources to provide: 1. multi-sensory approaches to communication
	Band 2	Has very severe or complex difficulties in understanding the language of tuition. Needs communication using sounds, signs/symbols and signing.	Additional resources to provide: 1. multi-sensory approaches to communication 2. extensive one-to-one support
	Band 1	Extreme communication difficulty.	Additional resources to provide: 1. personal teacher and/or 2. support in using sophisticated technology and/or 3. augmentative and alternative communication strategies
	Band 2	Extreme communication difficulty allied with other difficulties.	Additional resources to provide: 1. personal teacher and 2. support in using sophisticated technology and 3. augmentative and alternative communication strategies

- * Some pupils with severe and complex speech and language difficulties will also have severe and complex emotional, behavioural and social difficulties.

VERY SEVERE AND COMPLEX COMMUNICATION AND INTERACTION DIFFICULTIES

VERY SEVERE AND COMPLEX EMOTIONAL DISTURBANCE AND SOCIAL DYSFUNCTION

Explanatory note

The SEN Code of Practice (2001) identifies four areas or dimensions of special educational need. It does not assume that these are hard and fast categories, however, but recognises that there is a wide spectrum of needs that are frequently inter-related. Nevertheless, it also acknowledges that there are specific needs that usually relate to particular types of impairment. The templates that follow should be interpreted with this guidance in mind.

There are differences in the underlying causes of the difficulties experienced by children with Autistic Spectrum Disorders and those who have severe emotional difficulties but no neurological impairment. The causes of the difficulties experienced by the latter group will be in the area of disrupted development, often resulting in serious mental health issues and severe social dysfunction. At the same time, it is clear that some children with Autism also have very severe emotional needs.

Although the underlying causes may be different, however, they often result in similar observable behaviours in the classroom and around the school. For this reason, there is a similarity between the 'specific criteria' in the templates for Autistic Spectrum Disorders and for Severe Emotional Disturbance. Likewise, the 'process criteria' section identifies a number of interventions that appear to be the same. What will be different, however, will be the content and/or style of these interventions depending on the individual needs of the child. For example, a 'highly structured programme' for an autistic child might well draw heavily on the 'TEACCH' approach whilst a severely disturbed child would require a different strategy.

These templates do not aim to provide a detailed inventory of teaching and support strategies. Rather, they are intended to establish the threshold at which to allocate additional and long-term funding to support children with this very severe level of need. When applying the criteria, it will be important to consider the specific needs of the individual and consequently the extent to which an additional human resource is, or is not, required.

VERY SEVERE AND COMPLEX COMMUNICATION AND INTERACTION DIFFICULTIES

AUTISTIC SPECTRUM DISORDERS
SPECIFIC CRITERIA: ACCESS, ATTAINMENT & PROGRESS
The pupil has very severe and complex long-term needs and can achieve equal access and maintain adequate progress only with the allocation of resources additional to those that can be provided from within the existing school's delegated budget. Without this provision, there are likely to be significant health and safety issues for the pupil and/or peers.

SPECIFIC CRITERIA: ASSESSMENT*		PROCESS CRITERIA: ADDITIONAL RESOURCES	
AUTISTIC SPECTRUM DISORDERS	Band 1	<p>Mostly sees the world from own perspective. Tends to withhold contact from adults and peers or else approaches others to satisfy own needs only. Unable to form a positive relationship with adult. May threaten or inflict self-injury. May be unaware of danger. May run away. May damage property.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> 1. the development and delivery of a variety of individual behaviour and / or emotional management approaches 2. containment procedures 3. extensive programmes to respond to highly individualised behavioural and / or emotional needs which have priority in daily curriculum planning 4. risk assessment
	Band 2	<p>Mostly sees the world from own perspective. Withholds contact from adults and peers or else approaches others to satisfy own needs only. Unable to form a positive relationship with adult. May threaten or inflict serious self-injury. Is unaware of danger. May continually run away. May cause extensive damage to property.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> 1. the development and delivery of a variety of individual behaviour and / or emotional management approaches 2. containment procedures requiring 2 support staff 3. extensive individual programmes to respond to highly individualised behavioural and / or emotional needs which have priority in daily curriculum planning and which are exclusively adult-directed and managed 4. risk assessment
	Band 1	<p>Shows predictable physical aggression towards peers/adults.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> 1. the design and delivery of highly structured programmes aimed at establishing appropriate interaction with other children/adults 2. containment procedures 3. the promotion of social contact with other children/adults as a priority for curriculum access 4. access to a safe, secure environment where short periods of time can be spent supervised e.g. with another pupil to develop acceptance of social contact
	Band 2	<p>Shows unpredictable physically aggressive behaviour towards peers/adults without obvious cause.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> 1. the design and delivery of highly structured programmes aimed at establishing appropriate interaction with other children/adults 2. containment procedures requiring 2 support staff 3. the promotion of supported social contact with other children/adults as a priority for curriculum access 4. access to a safe, secure environment where short periods of time can be spent supervised e.g. with another pupil to develop acceptance of social contact
	Band 1	<p>Is often able to concentrate on what is relevant only when attention is directed and maintained by an adult in a one-to-one situation.</p>	<p>Additional resources to provide:</p> <ol style="list-style-type: none"> 1. the development and monitoring of strategies to maintain appropriate levels of concentration 2. access to flexible learning stations situated in close proximity to teaching areas to support the development of concentration skills

	Band 2	Is able to concentrate on what is relevant only when attention is directed and maintained by an adult in a one-to-one situation.	<p>Additional resources to provide:</p> <ol style="list-style-type: none"> 1. the development and monitoring of strategies to maintain appropriate levels of concentration 2. access to flexible learning stations situated in close proximity to teaching areas to support the development of concentration skills 3. one-to-one support
	Band 1	Requires preparation and training before being able to participate in any recreational activities.	<p>Additional resources to:</p> <ol style="list-style-type: none"> 1. set up opportunities to develop leisure skills 2. take an essential leading role in developing leisure skills 3. allow for highly structured, adult-led opportunities to develop essential leisure skills
	Band 2	Requires substantial preparation and training before being able to participate in any recreational activities.	<p>Additional resources to:</p> <ol style="list-style-type: none"> 1. set up opportunities to develop leisure skills 2. take an essential leading role in developing leisure skills 3. allow for highly structured, adult-led opportunities to develop essential leisure skills supported by specialist equipment to address the range of individual needs and / or self esteem.

VERY SEVERE AND COMPLEX EMOTIONAL DISTURBANCE AND SOCIAL DYSFUNCTION

VERY SEVERE AND COMPLEX EMOTIONAL DISTURBANCE

SPECIFIC CRITERIA: ACCESS, ATTAINMENT & PROGRESS

The pupil has very severe and complex long-term needs and can achieve equal access and maintain adequate progress **only** with the allocation of resources additional to those that can be provided from within the existing school's delegated budget. Without additional provision, there are likely to be significant health and safety issues for the pupil and/or peers.

There will be a long history (in the context of the child's age) of observable behaviours, which may result from, for example, a history of emotional trauma, a psychotic illness, experience of extreme abuse or highly disrupted home circumstances.

It is likely that pupils with very severe and complex emotional difficulties who meet the criteria for additional resources will also be deemed to be disabled under the guidance contained in the Disability Discrimination Act 1995 Part 4: *Code of Practice for Schools*. This guidance is reproduced at the end of this document.

SPECIFIC CRITERIA: ASSESSMENT		PROCESS CRITERIA: ADDITIONAL RESOURCES	
VERY SEVERE AND COMPLEX EMOTIONAL DIFFICULTIES	Band 1	<p>Tends to withhold contact from adults and peers or else approaches others to satisfy own needs only. Unable to form a positive relationship with adult. May threaten or inflict self-injury. May disregard danger. May run away. May damage property.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> the development and delivery of a variety of individual emotional and / or social management approaches containment procedures extensive programmes to respond to highly individualised emotional and / or social needs which have priority in daily curriculum planning risk assessment
	Band 2	<p>Mostly sees the world from own perspective. Withholds contact from adults and peers or else approaches others to satisfy own needs only. Unable to form a positive relationship with adult. May threaten or inflict serious self-injury. Disregards danger. May continually run away. May cause extensive damage to property.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> the development and delivery of a variety of individual emotional and / or social management approaches containment procedures requiring 2 support staff extensive individual programmes to respond to highly individualised emotional and / or social needs which have priority in daily curriculum planning and which are exclusively adult-directed and managed risk assessment
	Band 1	<p>Shows predictable physical aggression towards peers/adults.</p>	<p>Additional resources to support:</p> <ol style="list-style-type: none"> the design and delivery of highly structured programmes aimed at establishing appropriate interaction with other children/adults containment procedures the promotion of social contact with other children/adults as a priority for curriculum access access to a safe, secure environment where short periods of time can be spent supervised e.g. with another pupil to develop acceptance of social contact

	Band 2	Shows unpredictable physically aggressive behaviour towards peers/adults without obvious cause.	Additional resources to support: <ol style="list-style-type: none"> 1. the design and delivery of highly structured programmes aimed at establishing appropriate interaction with other children/adults 2. containment procedures requiring 2 support staff 3. the promotion of supported social contact with other children/adults as a priority for curriculum access 4. access to a safe, secure environment where short periods of time can be spent supervised e.g. with another pupil to develop acceptance of social contact
	Band 1	Is often able to concentrate on what is relevant only when attention is directed and maintained by an adult in a one-to-one situation.	Additional resources to provide: <ol style="list-style-type: none"> 1. the development and monitoring of strategies to maintain appropriate levels of concentration 2. access to flexible learning stations situated in close proximity to teaching areas to support the development of concentration skills
	Band 2	Is able to concentrate on what is relevant only when attention is directed and maintained by an adult in a one-to-one situation.	Additional resources to provide: <ol style="list-style-type: none"> 1. the development and monitoring of strategies to maintain appropriate levels of concentration 2. access to flexible learning stations situated in close proximity to teaching areas to support the development of concentration skills 3. one-to-one support
	Band 1	Requires preparation and training before being able to participate in any recreational activities.	Additional resources to: <ol style="list-style-type: none"> 1. set up opportunities to develop leisure skills 2. take an essential leading role in developing leisure skills 3. allow for highly structured, adult-led opportunities to develop essential leisure skills
	Band 2	Requires substantial preparation and training before being able to participate in any recreational activities.	Additional resources to: <ol style="list-style-type: none"> 1. set up opportunities to develop leisure skills 2. take an essential leading role in developing leisure skills 3. allow for highly structured, adult-led opportunities to develop essential leisure skills supported by specialist equipment to address the range of individual needs and / or self esteem.

Disability Discrimination Act 1995 Part 4: Code of Practice for Schools

This Code cannot determine which pupils do or do not have a disability but the following considerations may be relevant:

- a child may have significant behaviour difficulties and these may relate to an underlying physical or mental impairment which amounts to a disability as defined by the Act. If they do, the child will be covered by the Act by reason of the underlying impairment;
- in addition, a behaviour difficulty may arise from a mental illness. The Act says that mental impairments resulting from or consisting of a mental illness are not covered by the legislation unless that illness is clinically well-recognised, that is, 'recognised by a respected body of medical opinion'. It is therefore likely that, in respect of such illnesses, the extent to which a condition is well-recognised will determine whether or not a child has a disability, for the purposes of the Act;
- where a child has a behaviour difficulty for a reason other than a disability, for example arising from social or domestic circumstances, it is likely that such a difficulty is not covered by the legislation.

Disability Rights Commission 2002

This is not to say that all children who have a disability in terms of the guidance set out above will necessarily meet the criteria for additional resources for very severe and complex need.

VERY SEVERE AND COMPLEX NEEDS - To be completed by the School

Form : VSCN 2

District:		School:	
Pupil Name:		NC Year	
DoB:		NC Levels	Literacy
UPN:		(Including	Numeracy
Pupil Admission Date:		P Levels)	Science
Final Statement Date:		S/ment Hours	

Very Severe and Complex Need Type	Tick Primary Need Type	SEN Database Verification	Date	Signature of FIO / Data Check
Autism				
Hearing Impairment				
Physical Disability				
Speech & Language				
Visual Impairment				
Learning Difficulties				
Emotional & Social				

* Shaded area for Office use only

Specific Criteria	Band (where appropriate)	Process Criteria Numbers	Process Criteria Met	Comments

SUMMARY OF EVIDENCE OF ADDITIONAL SEVERITY AND COMPLEXITY OF SEN

Please refer to the specific and process elements of the criteria for very severe and complex needs and indicate types and level of provision using 4 strands of action identified in the SEN Code of Practice.

1. Assessment, planning and review:
2. Grouping for teaching purposes:
3. Additional resources:
4. Curriculum and teaching methods:

Signature: Headteacher _____

Date _____

TO BE COMPLETED BY HEADTEACHER PANEL

Additional Evidence presented:

- 1.
- 2.
- 3.
- 4.

Additional Notes / Comments

Criteria met:	Yes / No	Band
----------------------	----------	-------------

Agreed by Headteacher Chair:	Name:
	Signature:
District Development Officer:	Name:
	Signature:

Original passed to Finance on _____ for Contingency payment from _____

Need Type _____	Band _____	Full Year Amount _____	Pro-rata
Amount _____			
SEN Database updated by _____ on _____			
Finance & Information Officer	Name:		
	Signature:		
	Date:		

* Shaded box to be completed by FIO

By: Marilyn Hodges – Director, Strategy, Policy & Performance

To: Children Families and Education Policy Overview Committee
- 5 July 2007

Subject: EQUALITY STRATEGY

Classification: Unrestricted

Summary: This report represents Kent County Council's Equality Strategy, which was approved by Cabinet on 16 April 2007.

The Strategy sets out how the Council will promote equality and community cohesion and tackle unfair discrimination in Kent.

The Strategy is the product of extensive data analysis and consultation. Work will be ongoing over the next six months to undertake further engagement work on the Strategy with Members (through Policy Overview Committees), service users and employees, to explore issues highlighted through consultation, identify appropriate responses and take forward key actions. This will inform a review at the end of the year.

Introduction

1. (1) The Council has a statutory obligation to produce Disability and Race equality schemes, which it already has in place. From 30 April this year, it was also required to publish a Gender Equality Scheme. Following discussion at the Strategic Equalities Group in November last year, it was agreed to amalgamate these three documents, to:

- Address multiple issues more effectively
- Ensure that the Council's approach to equality is consistent and integrated across the organisation
- Make sure that we are not duplicating information.

(2) The Strategy aims to support continuous improvement in service delivery across all areas of the Council, with a greater focus on meeting the needs of diverse service users. It is underpinned by a commitment to achieving best value for available resources, working in partnership and encouraging more people to have their say locally to influence decisions which affect them and their community.

About the Strategy

2. (1) The Equality Strategy brings together the Council's Disability, Gender and Race equality schemes, and focuses primarily on these three areas. It spells out what Disability, Gender and Race equality mean for those who live, work in and visit Kent, and the priorities to be tackled in each area. It also deals with community cohesion, poverty,

deprivation, and the cross-cutting issues of age, faith, and sexual orientation. In doing so it summarises specific initiatives being delivered across the Council to tackle these issues, such as reducing teenage pregnancy, migration, and work on the Equality Standard for Local Government.

(2) The Disability priorities and actions remain identical to those contained in the Disability Equality Scheme 2006/09, which was the product of extensive involvement work with disabled people last year. Similarly, the priorities and actions identified in relation to Race reflect those set out in Year Three of the current Race Equality Scheme 2005/08.

The five priority outcomes

3. (1) The Strategy identifies five priority outcomes, which support the Council's Equality and Diversity Policy Statement:

- Equal and inclusive services and information for all, regardless of age, disability, gender, faith, race or sexual orientation.
- Creative opportunities for participation and involvement in service planning and decision-making.
- Work with our partners to ensure the county's most vulnerable groups feel safe and free from harassment, and can report incidents in the knowledge that issues will be handled sensitively and effectively.
- Enhance the quality of our intelligence and monitoring systems, to ensure we can target disadvantage in the county where action is most needed and best reflects effective use of resources.
- Maintain our reputation as an excellent employer, promoting a culture where the Council recruits on merit, diversity is valued, and where employees are proactive in anticipating the needs of service users.

(2) A range of priorities that relate specifically to Age, Disability, Gender, Faith, Race and Sexual Orientation underpins the five priority outcomes. These have been identified to address specific need within the county and the Council, and gaps in understanding or service provision. They are supported by a series of robust action plans, which set out a phased approach to achieving the five outcomes. The Council's Strategic Equalities Group will monitor performance against the action plans.

How the Strategy was developed

4. (1) The Council's agreed Disability and Race Equality Schemes form the basis of the Equality Strategy, together with supplementary statistical information. This includes:

- Census data
- National research
- Directorate Management Data

(2) The Strategy also draws upon a wide range of recent consultation data with both service users and employees, including:

- Consultation on the existing Race Equality Scheme 2005/08
- Engagement with over 400 disabled people on the Disability Equality Scheme 2006/09
- Residents satisfaction and Best Value survey data
- Two gender focus groups and two mini depth interview days with men and women from across the county, reflecting a range of different life stages and demographics
- An employee questionnaire made available on KNet.

The role of the Strategy in delivering the agenda of Children Families and Education Directorate

5. (1) The Strategy supports a range of key plans and strategies specific to the Directorate, such as the Kent Children and Young People's Plan and the Anti-bullying Strategy.

(2) The Strategy links with Directorate activities to achieve level 3 of the Equality Standard for Local Government (ESLG) and demonstrate that equality principles are integral to service provision across 6 equality strands of age, ethnicity/race, disability, religion/beliefs, gender and sexuality.

(3) The Strategy highlights good practice happening within the Directorate such as the development of the 'Friendship Project', which sought to teach children in primary schools about different cultures, and the reasons why some people have to flee persecution.

(4) The Strategy underlines the relationship between objectives and outcomes contained in the Directorate's Equality and Diversity Plan to raise achievement among all children and young people, while acknowledging that attainment gaps exists between boys, girls, disabled and non-disabled pupils and among different racial groups.

Next steps

6. (1) All Policy and Overview Committees are currently considering the Strategy. In addition, further engagement work is taking place over the next six months on the document with service users and employees, to explore issues in greater detail and reflect ongoing work in Directorates on equality impact assessments. This work will feed into a formal review of the Strategy at the end of the year.

(2) Although the Strategy is already shorter in length than the existing Race Equality Scheme, a summary version will be produced and made available for ease of access.

(3) The Strategy is appended. It can be viewed online at <http://www.kent.gov.uk/council-and-democracy/priorities-policies-and-plans/policies/equality-and-diversity.htm>

Recommendations

7. The Policy Overview Committee is recommended to give views on the following:
- (a) Does the Strategy have a clear direction of travel?
 - (b) Does the Equality Strategy capture the main issues?
 - (c) What are its strengths/weaknesses?
 - (d) What other issues might inform development work over the next six months and the end of year review?
 - (e) How can the Strategy maximise its impact to improve quality of life for everyone in Kent?

Jacqui Ruddock
Policy and Statutory Compliance Officer
Tel: 01622 221727
e-mail: jacqui.ruddock@kent.gov.uk

Background Documents:

KCC's Disability Equality Scheme 2006/09
KCC's Race Equality Scheme 2005/08



Kent County Council

Equality Strategy

April 2007 – March 2010

For further information about the Strategy, or if you require it in an alternative format such as large print, Braille, audio tape or Easy to Read, or if you would like it to be explained to you in your language, contact us by:

Email: diversityinfo@kent.gov.uk

Telephone: 01622 221163

Textphone: 08458 247905

Contents

	<u>Page</u>
1. Foreword	8
• What do we mean by equality and diversity?	
• Key strengths and achievements	
2. Executive summary	9
• Introduction and overview	
• Our top five priorities	
3. Introduction	11
• About the Strategy	
• Who is the Strategy for?	
• Why an Equality Strategy, and not three schemes?	
• How we developed the Strategy	
4. Who are the people of Kent?	14
• Some key facts about Kent	
• Community cohesion in Kent	
5. What shapes services in Kent?	21
• National legislation and priorities	
• The Council's key strategic documents	
• The views of local people	
6. How we deliver equality in Kent	24
• About Kent County Council	
• How we deliver equality in service delivery, employment and education	
7. Making equality part of everything we do	30
• How we communicate with our diverse communities and staff	
• How we deal with complaints	
• Promoting equality and tackling unfair discrimination through partnerships	
• Promoting equality and tackling unfair discrimination through procurement	

8.	Our five priority outcomes	35
	<ul style="list-style-type: none"> • Our top priority outcomes • Priorities for specific equality strands 	
9.	Disability equality in Kent	33
10.	Gender equality in Kent	38
11.	Race equality in Kent	44
12.	Using equality impact assessments to improve services for everyone in Kent	55
	<ul style="list-style-type: none"> • What are equality impact assessments? • Equality impact assessments make good business sense • What happens during an equality impact assessment? 	
13.	Performance and review	56
	<ul style="list-style-type: none"> • Monitoring performance on the Equality Strategy • Publicising the Strategy 	
14.	Action plans	
	<ul style="list-style-type: none"> • Organisational action plan • Specific action plans for Disability, Gender and Race 	
15.	Appendices	
	<ul style="list-style-type: none"> • A Consultation summary • B Summary of equalities legislation • C List of all County Council services 	58 60 61

1. Foreword

What do we mean by equality and diversity?

For Kent County Council, equality and diversity means delivering excellent quality, value for money services to everyone in Kent. Our approach is simple. We aim to open doors to access and participation, to enable everybody to contribute to the life of the county, whatever their background or circumstances.

Our services are already rated amongst the best in the country, and we have a strong record of achievement for raising standards, increasing choice and tackling inequality. We are proud of these successes, which cut across a whole range of areas such as social care, children's services, education and employment:

- Our nationally acclaimed Supporting Independence Programme – which tackles the root causes of inequality and promotes community cohesion, making a real difference to the lives of people living in Kent's most disadvantaged communities.
- We were one of the first councils in the country to conduct an equal pay review.
- We have worked with the Department of Health and key partners across the county to pilot 'Culturally Competent Care', a guidebook designed to develop services for Black and Minority Ethnic older people, and best practice checklists for frontline practitioners and carers.
- The Disability Rights Commission has commended our partnership work on the development of our Disability Equality Scheme as 'pioneering'.
- We have hosted part of Natural England's diversity review, the 'By all means' project, increasing the numbers of disabled people in Kent who are able to access and enjoy countryside activities.
- We are ranked 37th out of the 100 best employers in the UK for Lesbian and Gay staff, by independent group Stonewall, joining an elite group of organisations that includes blue chip FTSE 100 companies and government departments.

This Strategy aims to support continuous improvement in service delivery across all areas of the Council, with a greater focus on meeting the needs of diverse service users. It is underpinned by a commitment to achieving best value for available resources, working in partnership and encouraging more people to have their say locally to influence decisions which affect them and their community.

The priorities in the Strategy reflect both local aspirations and regional objectives. Please take a little time to read it and let us know your views and opinions on what we are doing.



Paul Carter, Leader of Kent County Council

2. Executive Summary

Introduction

This is Kent County Council's first Equality Strategy, effective from April 2007 to March 2010. The Strategy sets out how the Council will promote equality and community cohesion and tackle unfair discrimination in Kent.

The Strategy incorporates the Council's **Disability**, **Gender** and **Race** equality schemes, and focuses primarily on these three areas. It spells out what Disability, Gender and Race equality mean for those who live, work for and visit Kent, and the priorities to be tackled in each area. It also deals with **social cohesion**, **poverty** and **deprivation**, and the cross-cutting issues of **age**, **faith**, and **sexual orientation**. In doing so it summarises specific initiatives being delivered across the Council to tackle issues in these areas, such as migration, teenage pregnancy and our work on the Equality Standard for Local Government.

The Strategy supports a range of other key plans and strategies, such as Towards 2010 and the Kent Children and Young People's Plan.

How we developed the Strategy

The Equality Strategy is the result of:

- **Listening** to the views of those who live, work for and visit Kent
- **Involving** people from across the county in its development
- **Learning** from reviews of services and information from inspections
- **Looking** at our key performance measurements so we know what we are doing well and where we need to improve.

Our five priority outcomes

The Strategy identifies five priority outcomes, which describe our overall ambitions for equality, and provide a framework for delivering and managing all our services:

- **Equal and inclusive** services and information for all, regardless of age, disability, gender, faith, race or sexual orientation.
- Creative opportunities for **participation and involvement** in service planning and decision-making.
- Work with our partners to ensure the county's most vulnerable groups feel **safe and free from harassment**, and can report incidents in the knowledge that issues will be handled sensitively and effectively.
- Enhance the quality of our **intelligence** and **monitoring** systems, to ensure we can target disadvantage in the county where action is most needed and best reflects effective use of resources.

- Maintain our reputation as an **excellent employer**, promoting a culture where the Council recruits on merit and diversity is valued.

Focusing activity and targeting resources in these areas will have the greatest impact on promoting equality and tackling disadvantage in the county.

Making our outcomes a reality

Our five priority outcomes are underpinned by a range of objectives and actions that relate specifically to Age, Disability, Gender, Faith, Race and Sexual Orientation. These have been identified to address specific need within the community and the Council, and gaps in understanding or service provision.

The Strategy is supported by a range of robust action plans, which set out a phased approach to achieving the five outcomes. The Council's Strategic Equalities Group will monitor performance against the action plans.

Over the next six months we are committed to ongoing developmental work on the Strategy with those who live and work for Kent, to explore issues highlighted through consultation in greater detail, identify appropriate responses and take forward key actions.

If you have any questions about Kent County Council's Equality Strategy, or would like to get involved with ongoing activity to develop services in Kent, please contact Corporate Diversity Team on:

Email: diversityinfo@kent.gov.uk

Telephone: 01622 221163

Textphone: 08458 247905

3. Introduction

About the Strategy

The Kent County Council Equality Strategy is effective from April 2007 to March 2010. It identifies the main activities that the Council will carry out over the next three years to improve outcomes for Kent's diverse communities. It is aimed at everyone in Kent, including residents, employees, staff working with diverse groups and inspectors.

This **Introduction** explains why we are producing an Equality Strategy, and not three schemes. It also explains how the Council developed the Strategy, who was involved and how the views and opinions of local people influenced it.

Section 4, 'Who are the people of Kent?' provides an overview of the county, and some interesting facts about the people of Kent. It also looks at community cohesion in Kent, and the work the Council is doing in this area.

Section 5, 'What shapes services in Kent?' summarises the legislation informing the Strategy, and explains how the Strategy sits in relation to other key plans and decision-making structures in Kent. It also explains how the views of those who live, work for and visit Kent can influence services and decision-making.

Section 6, 'How we deliver equality in Kent', explains how Kent County Council is structured, and how it is promoting equality in service delivery, as an employer, and in education.

Section 7, 'Making equality part of everything we do', explains how we communicate with our diverse communities and staff. It also summarises the Council's complaints system, and looks at how we work with partners and use procurement to promote equality.

Section 8, 'Our five priority outcomes', describes the five priority outcomes the Council wants to achieve for diverse communities in Kent.

Sections 9, 10, and 11 examine in turn the areas of **Disability, Gender** and **Race** equality. They summarise the key facts and challenges, the achievements we have already made in these areas, and the priorities to be addressed.

Section 12, 'Using equality impact assessments to improve services for everyone in Kent', explains what an 'equality impact assessment' is, why they are important, and how they are turning equality and diversity into every-day practice.

Section 13, 'Performance and review', sets out how we will monitor our progress against the Strategy, and make sure we achieve our outcomes.

Section 14, 'Action Plans', sets out all the different actions we will be undertaking over the next three years, in order to achieve our outcomes. An Organisational Action Plan summarises actions which support all areas of equality, and three separate action plans on

Disability, Gender and Race equality summarise work that specifically relates to these areas.

Section 15, 'Appendices', contains a range of additional information for further reading.

Why an Equality Strategy, and not three schemes?

The Council has a legal duty to produce three equality schemes in relation to Disability, Gender and Race. However, it makes sense to bring these schemes together into one simple document, to ensure that our approach to equality is consistent and integrated across the organisation. It also means that the Council can address multiple issues more effectively.

The legislation governing Disability, Gender and Race equality is slightly different for each area. In order to address these differences each area has its own section in the Strategy, and is supported by a specific action plan.

The priorities and actions identified in the Disability section of the Strategy are **identical** to those contained in our **Disability Equality Scheme 2006/09**, which was the product of extensive involvement work with disabled people last year. Similarly, the priorities and actions identified in relation to the Race section reflect those set out in Year Three of our current **Race Equality Scheme 2005/08**.

All annual reviews of priorities and actions that relate to Disability, Gender and Race equality will be undertaken with the **full involvement** of disabled people, Black and Minority Ethnic people and gender groups across the county, in accordance with the relevant legislation.

How we developed the Strategy

We undertook a range of important steps to develop the Strategy. These included:

- **Understanding the views of diverse groups in Kent** - overall, the views of over 1000 individuals and community groups helped to shape the priorities and actions in the Strategy.
- **Collecting and analysing a range of key data and evidence on local trends** - this included Census information, residents' satisfaction surveys, performance management indicators and recent national research.
- **The involvement of staff** - through briefing sessions, themed groups and an online questionnaire.
- **Engagement with the voluntary and community sector** - the views of voluntary and community groups will continue to play a key role in the development of the Strategy.

A summary of who was involved in developing the Strategy is included in Appendix A. Unless otherwise indicated, all statistics are referenced to the Census 2001.

Over the next six months we are committed to ongoing developmental work on the Strategy with those who live and work in Kent, to explore issues highlighted through consultation in greater detail, identify appropriate responses and take forward key actions.

This will include continued involvement with disabled and Black and Minority Ethnic people and people from other diverse groups, through local networks and a working group of disabled volunteers. This continued involvement will help ensure the Action Plan is robust and fit for purpose. Areas to be strengthened will be identified and recorded, and this will inform a six month review in September 2007 and all future development of the Strategy.

The Council is committed to ensuring that Disabled and Black and Minority Ethnic people and people from other diverse groups will be involved on future annual updates of the Strategy at all key stages, to include identification of the issues and priorities, and development of the Action Plan.

4. Who are the people of Kent?

About Kent

Kent County Council is the largest non-metropolitan local authority in England, with a resident population of 1,369,900 people (this figure is known as the 'Kent County Council Area', and excludes the Medway Council Area). Widely known as the Garden of England for its beautiful countryside, the county has impressive historical, cultural, shopping and educational facilities, as well as a thriving business sector. In total, there are 610 schools, 17 children's centres, 117 libraries, 22 youth and community centres and more than 5,000 miles of roads. Kent is the main Gateway between the UK and mainland Europe, with the International Station, Ashford, as close in journey time to Lille as to London.

Some key facts about the people of Kent

- The population of the Kent County Council Area grew by 10,700 people (0.8 per cent) between 2004 and 2005.
- Overall, Ashford Borough has experienced the largest increase in population in real terms, with a growth of 2,300 people between 2004 and 2005.
- No local authorities within Kent have experienced a decline in population.
- The Kent County Council Area is ranked 106th out of a national scale of 149 most deprived authority areas in England.¹ A rank of 1 is the most deprived. The Kent County Council Area is the 2nd most deprived county council area of all county councils within the South East Region (excluding unitary authorities).
- There are similar numbers of men and women in the Kent County Council Area - 49 per cent and 51 per cent respectively. This is similar for all age groups, until after the age of 75, where there is a marked difference with significantly more women over the age of 75 (62 per cent) than men (38 per cent).
- The Kent County Council Area has an age profile similar to that of England. However, the north of Kent has more people under the age of twenty and East Kent has more people over the age of sixty-five.
- 41,534 people (3.1 per cent) in the Kent County Council Area classify themselves as from a Black Minority Ethnic (BME) group. This compares to 54,957 (3.5 per cent) residents of the county overall who classify themselves as BME.
- 17.3 per cent of people in the Kent County Council Area consider themselves to have a long term limiting illness.

¹ Based on the average of lower super output area (LSOA) scores.

- The Council supports more than 30,000 disabled and older people to continue living in their own homes.²
- There are 546,742 households in the Kent County Council Area. Of these, 73.6 per cent are owner occupied and 26.4 per cent are rented. 83.5 per cent of our residents live in a house or bungalow, compared with 15.9 per cent who live in a flat, maisonette or apartment.
- Married couple households are the most common single household type (48.9 per cent) in Kent overall. The ‘traditional family’ household structure of a married couple with dependent children make up only 18.8 per cent of all households in the county.
- The majority of the population in the Kent County Council Area is of Christian religion (75.13 per cent). The next largest religious group is Sikh with 0.6 per cent. 14.9 per cent state that they have no religion.
- Sevenoaks District has the greatest concentration of Christians (77.0 per cent of the population state this as their religion), whilst Gravesham Borough has the largest concentration of people of Sikh religion, with 6.7 per cent compared to only 0.6 per cent for the Kent County Council Area as a whole.
- 65 per cent (728,664) of Kent’s resident working age population is employed.³ Of these, 603,835 work in the county, with around 17 per cent (124,829) working outside. Kent attracts an additional 50,542 people into the county to work.
- Overall, 70 per cent of residents in the Kent County Council Area aged 16 and over are ‘economically active’.
- In the county as a whole, the percentage of those aged 16-74 in full-time employment is highest in Dartford, followed by Medway, Maidstone and Tonbridge and Malling. These four areas are above the South East regional average.
- There is a greater percentage of people employed in the construction, health, finance and agricultural sectors in the Kent County Council Area, compared to the national average. However, there is a lower proportion of managerial and senior officials than in the South East as a whole.
- Car ownership is higher in Kent than in the rest of England and has also grown marginally faster than the national average.

² Kent Adult Social Services, management data April 2007

³ This figure covers the whole of Kent and includes the Medway area.

Community cohesion in Kent

What is community cohesion?

The links between equality and community cohesion are well documented. Tensions, insecurity and conflict in the community are all more likely to occur where there are serious inequalities. Difficulties arise when groups of people experience adversity such as poverty, poor housing or unequal access to education or employment, which make them feel insecure. Communities can then blame one another for their difficulties. Blame can often fall upon minority groups in the community, or on groups whose values and behaviour are perceived to be 'different'.

The general definition of community cohesion is 'a state of well-being that affects the harmony and stability of a given geographical community'.^{4 5} On a practical level however, community cohesion is about recognising local risk factors for tension or misunderstanding between communities, and managing these relationships effectively. Community cohesion is strongest when people have the opportunity, the resources and the motivation to participate in society as fully as they wish and on an equal basis with others.

Starting from a position of strength

Kent did not suffer from the deep polarisations and hostilities that were the root cause of the urban riots in many northern towns and cities in the summer of 2001. The county's distinct geographical and cultural communities each have their own unique identity and character, and for the most part, live in harmony with one another. This is a strong indicator of cohesion within the area.

However, the county has a number of characteristics which could represent potential tension points. For instance, the location of the major port of Dover in the East of Kent, an area of relative deprivation in the South East, has meant that in previous years the Council has had to accommodate large numbers of asylum seekers. Historically, this has exacerbated some community tensions. Although tensions were managed effectively and have eased, new trends are emerging such as an increase in migrant workers entering the county from the new accession countries⁶, many of whom are employed in low-wage jobs in agriculture.

Other factors are also significant. For instance, much of Kent's Black and Minority Ethnic population is geographically concentrated in two distinct areas, Gravesham and Dartford. In

⁴ Jointly agreed by the Home Office, the Local Government Association and the Commission for Racial Equality.

⁵ For further information see: The Report of the Independent Review Team Chaired by Ted Cattle, 2001; Building Cohesive Communities: Community Cohesion Education Standards for Schools, 2002; A Report of the Ministerial Group on Public Order, 2001; Report of the Community Cohesion Panel, July 2004; Community Cohesion: An Action Guide, November 2004 ; Building a Picture of Community Cohesion: December 2004,

⁶ 'Refers to the eight countries that joined the European Union in 2004:

- Poland
- Lithuania
- Latvia
- Estonia
- Czech Republic
- Hungary
- Slovenia
- Slovakia

other areas of the county communities of relative affluence exist alongside pockets of deprivation, such as in Thanet and Swale. This means that there may be groups of people in Kent, such as people who are new to the area, travellers and people on low incomes, who may not enjoy a strong sense of belonging or feel they are able to fully participate in life in the county.

Addressing potential issues

Local issues and trends change all the time, and are influenced by a whole range of factors, many of which are outside the Council's control. Work is therefore ongoing to map trends effectively so that we can target activity appropriately. Currently, activity is focused on the following key areas:

- Developing local relationships
- Through our Supporting Independence Programme, tackling the root causes of inequality and making a real difference to the lives of people living in Kent's most disadvantaged communities
- Partnership working and intelligence sharing
- Using consultation and involvement to achieve shared outcomes for communities
- Regeneration
- Placing schools and education at the heart of the agenda
- Using culture and the arts to 'build bridges'
- Myth busting.

This activity is summarised below.

Developing local relationships

The development of local relationships is a vital way in which to maintain and enhance community cohesion. The County Council plays a key role in demonstrating a positive and responsive presence in the community, and supporting local relationships. This includes activity such as a recent fact-finding visit undertaken by the Chairman of Kent County Council, the High Sheriff of Kent, and the Mayor of Gravesham, to Buddhist, Muslim and Sikh faith groups in Gravesham.

Supporting Independence Programme

The Council's nationally recognised Supporting Independence Programme aims to make a real difference to the lives of people living in Kent's most disadvantaged or isolated communities. Working with partners from across the public and voluntary sectors, it seeks to help a diverse range of people to lift themselves out of dependency and into independence, employment and more fulfilling lives:

- School leavers with low educational attainment
- Adult and young offenders
- Young people in care or leaving care
- Lone and teenage parents
- People lacking basic life and social skills and who lack basic literacy or numeracy skills
- People with alcohol and/or substance addictions

- People with health problems, learning or physical disabilities or who are applying for low-level, long-term incapacity benefit
- Transient or seasonal groups, including refugees, asylum seekers and the homeless
- The long-term unemployed
- Vulnerable older people aged 75 plus.

For more information on the Supporting Independence Programme please contact:
 Telephone: 01622 696932
 Email: sip@kent.gov.uk
 Textphone: 08458 247905

Partnership working and intelligence sharing

Following a sharp increase in the number of asylum seekers coming into Dover in the mid 90s, the Council established a strategic partnership of local organisations to share intelligence and identify appropriate ways in which to address emerging tensions in the neighbouring community. The partnership included the County Council, Health, Kent Police, voluntary organisations and Immigration.

Outcomes of the partnership included regular drop-in surgeries across the areas most affected and the establishment of a centre in Thanet where asylum seekers and local residents could seek advice on a range of issues from childcare to job seeking. It also included the development of the ‘Friendship Project’, which sought to teach children in primary schools about different cultures, and the reasons why some people have to flee persecution. Members of the partnership support activities during national ‘refugee week’, such as a multi-cultural festival in Dover, and a football tournament.

Using consultation and involvement to achieve shared outcomes

Enabling diverse communities to participate in local decision-making is a key facet of cohesion. Improvements in local facilities, for example, new play areas, new schools or other local developments, are very important in making people feel good about where they live. The actual process of getting these started and making them happen, through local consultation and involvement, often provides the ‘cement’ that is needed to bring communities together, build positive local identities and strengthen the capacity of communities to help themselves.

Initiatives such as this include a project delivered by the Library service, called ‘Words Without Frontiers’, which worked with a variety of diverse communities to source books and other materials in relevant languages. The scheme also developed a highly successful temporary library ticket to enable asylum seekers and the homeless to access library services. In Dartford, courses and information sessions at the Town Centre Library are available at weekend times, to address need in local Black and Minority Ethnic communities. In Maidstone, courses have been held at the Maidstone Mosque and family learning events at Traveller sites, in Swanley and Edenbridge.

Bringing communities together through regeneration

Regeneration programmes, planning and urban design all have a vital role to play in addressing cohesion and integration, and can be key in facilitating interaction between

different groups. The Council works in partnership with stakeholders in the county to promote cohesion and social inclusion through economic prosperity for all. Activity is focused in a number of identified ‘growth areas’ and areas of economic deprivation in East and Rural Kent.

The backbone of regeneration activity is the promotion of ‘mixed’ developments with affordable housing, to ensure that housing provision reflects the needs of local communities. Developers are also encouraged to adopt design measures that help contribute to crime reduction, reduce physical isolation and encourage social inclusion. Other activity includes:

- The **Kent Rural Delivery Framework** targets actions at older people, young people, women and ethnic minorities to encourage entrepreneurship and community engagement
- The **URBAN** project provides training and supports independence in deprived communities in North Kent in Gravesend and Dartford.
- The **Trading-Up** project engages deprived communities.
- The **Enterprise Gateways** project provides start-up advice to entrepreneurs in deprived communities.
- The **Empty Homes initiative** looks at new and innovative ways to bring back into use homes that have been empty for longer than six months.

Placing schools and education at the heart of the agenda

As the hub of the community, schools play a key role in supporting community cohesion. They create numerous opportunities for people from a range of ages and backgrounds to meet, exchange ideas and learn life skills together in a positive environment.

Within the curriculum, schools have the opportunity to address issues around stereotyping, discrimination and related themes through personal, social and health education (PSHE), Citizenship and Religious education. The recently developed Kent Agreed Syllabus for religious education contains important guidance on this aspect for schools, and the role that different subjects have in challenging attitudes and behaviours. There are specific opportunities within the Syllabus to encourage learning about different faiths and cultures, particularly any religious groups which have local significance. Other activities include:

- The ‘Creative partnerships Kent’ project works with schools to develop a whole range of creative approaches to the curriculum, including cultural and religious celebrations. The Kent Standing Advisory Council on Religious Education (SACRE) is working with the Minority Communities Achievement Service (MCAS) to provide a portable ‘multi-faith place of worship’ which will bring places of worship of different faiths to local schools.
- Schools coordinate a variety of events throughout the year to enable pupils to learn about history, such as Black History Month.
- The Council has produced detailed guidance to schools to assist with the development of anti-racist and anti-bullying policies, and has appointed an Anti-Bullying Co-ordinator to co-ordinate this work. In addition, the Council is developing guidance for schools to address issues around homophobic bullying. Schools are shortly to be invited

to participate in a pilot project, where clusters of schools will be designated a “Safe Cluster” if they meet agreed criteria in recognition of their work to tackle bullying.

Using culture and the arts to ‘build bridges’

Cultural and artistic programmes provide numerous opportunities to bring communities together, and foster a sense of community pride. Multi-cultural festivals have a particular role to play, providing opportunities to celebrate the richness and value of local cultures, faiths and races. They promote a wider understanding of the contribution made by all to the whole area, and provide enjoyable opportunities to get to know and celebrate different ways of living.

The Council works in partnership with stakeholders across the county to coordinate a broad range of activities each year, such as ‘Black History Month’, Refugee Week, the Vaisakhi Sikh Festival, Diwali, the festival of lights, Mellas community events and other important milestones such as the anniversary of the establishment of Virginia (USA), and the 200th anniversary of the Abolition of Slavery Act. The Council will also use the location of the Tour de France in Kent and the Olympic Games in London as opportunities to develop inter-cultural, social, economic and curricular activities.

Myth busting

The Council’s award winning Gypsy and Traveller Unit engages with residents of the Council’s eight Gypsy and Traveller caravan sites and those of neighbouring communities to address tensions and facilitate relationships. The Unit also works with the local media to inform the public on Gypsy and Traveller matters and to ‘myth bust’ common misconceptions.

For more information on the Council’s Gypsy and Traveller Unit please contact:

Telephone: 0845 345 0210
Email: ghypsy.liaison@kent.gov.uk
Textphone: 08458 247905

5. What shapes services in Kent?

Legal and national priorities

Over the last three years a wide range of important legislation has been introduced, to promote equality and tackle unfair discrimination. This was partly in response to a number of incidents which highlighted the prevalence of institutionalized inequality in Britain – for instance, the Stephen Lawrence inquiry, and the urban riots of 2001. As part of this reform, nine key documents were published, which set out the framework for change and the implications for councils like Kent County Council:

- The **Equal Pay Act 1970** says women must be paid the same as men when they are doing work of equal value and vice-versa.
- The **Sex Discrimination Act 1975** makes it unlawful to discriminate on the grounds of sex, in employment, education, advertising or when providing housing, goods, services or facilities.
- The **Race Relations Act (RRA) 1976** (as amended 2000, 2003), makes it unlawful to discriminate on grounds of colour, race, nationality, ethnic or national origin.
- The **Disability Discrimination Act (DDA) 2005** makes it unlawful to discriminate on grounds of disability.
- The **Employment Equality (Religion or Belief) Regulations 2003, and the Employment Equality (Sexual Orientation) Regulations 2003** make it unlawful to discriminate on grounds of religion or religious belief, or sexual orientation.
- The **Human Rights Act 1998** gives greater effect to rights and freedoms guaranteed under the European Convention on Human Rights.
- The **Employment Equality (Age) Regulations 2006** make it unlawful to discriminate on grounds of age.
- The **Equality Act 2006** makes provision for the establishment of the Commission for Equality and Human Rights (which started its work in 2007), merging the Equal Opportunities Commission, the Commission for Racial Equality and the Disability Rights Commission, and covers the new strands of discrimination law – age, religion and belief, and sexual orientation.

In addition, the recent independent Equalities Review commissioned by the Government has undertaken a comprehensive analysis of the causes of persistent discrimination and inequality in Britain. This activity will be further informed by the ongoing Discrimination Law Review (DLR), which is aiming to create a simpler, fairer legal framework for equalities.

Kent County Council's key strategic documents

'Towards 2010', produced by Kent County Council, provides the strategic framework for the Equality Strategy. Towards 2010 is the Council's key document, which sets out a vision for the future of the county and the main challenges to be addressed along the way. A number of other important plans, strategies and initiatives will also help to achieve our vision for Kent. These include:

- Our **Equality and Diversity Policy Statement**, which sets out the Council's overall aim to promote equality, value diversity and combat unfair treatment.
- The Community Strategy, the **Vision for Kent**, details how the Council will work with key partners in Kent to improve the economic, environmental and social well-being of the county over the next 20 years.
- The Council's **Consultation Strategy** ensures that diverse groups such as young people, refugees and asylum seekers and Gypsies and Travellers are not forgotten.
- The **Kent Children and Young People's Plan** explains how the Council will work with other key partners in the county to improve the lives of children and young people.
- The **Kent Local Education Authority's Accessibility Strategy** sets out how schools will improve access to education and to educational achievement for pupils with disabilities.
- The **Kent Anti-Bullying Strategy** sets out how the Council and other key agencies will tackle bullying, and make the lives of children and young people safer and happier.
- The **Kent Youth Justice Plan** explains how the statutory youth offending partnership agencies (Social Services, Health, Education, Police and Probation) will work together to prevent offending by children and young people.
- The Council's **Active Lives** document is a 10 year vision for Adult Social Services, produced with older people and people with disabilities.
- The **Kent Local Area Agreement** was agreed by partners to, amongst other things, improve sexual health and reduce **teenage pregnancy** in the county.
- The **Kent Crime and Disorder Strategy** explains how the key agencies in Kent will work with individuals and communities to make the county a safe place to live, work in and visit.
- The **Kent Rural Delivery Framework** establishes clear regional rural priorities and effective and targeted delivery mechanisms for services across the county.
- The **Kent and Medway Structure Plan** sets out the strategic planning framework for the protection of the environment, major transport priorities, and the scale, pattern and broad location of new housing and economic development across Kent and Medway.
- The **Kent Prospects 2006 – 2012** document is a countywide framework to guide economic development and regeneration activity.

The views and involvement of local people

We have an excellent history of consulting local residents about a wide variety of issues, and provide numerous opportunities for local people to get involved with service planning

and development. This includes a Residents' Panel, and numerous working groups supported by different Directorates, such as discussion forums with disabled people, and a Traveller liaison group. In addition, there is a network of 12 Local Boards across Kent, attended by Councillors and covering each district council area. Local Boards provide a regular forum for community debate and consultation on local issues and services.

The Council also works with the North-West Kent Racial Equality Council, the Ashford Diversity Forum, the Kent-wide Black and Minority Ethnic Consultation Network, and the BME Information Sharing Group.

Up-to-date information about the policies and services we are consulting on is always available on our website www.kent.gov.uk to make it easier for everyone to make their views known.

If you would like to have your say on services in Kent, please contact
Corporate Diversity Team on:

Email: diversityinfo@kent.gov.uk
Telephone: 01622 221163
Textphone: 08458 247905

6. How we deliver equality in Kent

How Kent County Council is structured

Kent County Council has 84 elected councillors who each have a dual role, attending to countywide concerns as well as to the needs and interests of constituents. The County Council is led by the Council Leader and the Cabinet, who make key decisions about policy and budget. The Chief Executive is responsible for the day-to-day running of the Council. The Council is divided into five 'directorates', each of which is responsible for a particular area of council activity.

The County Council works closely with 12 district councils, one unitary authority (Medway Council) and more than 300 town and parish councils to deliver services to the people of Kent. The County Council manages schools, social services, strategic planning issues, highways, refuse and waste disposal sites, museums and libraries. District Councils manage services such as town planning, environmental health, housing, benefits, council tax collection, refuse collection and leisure facilities. Parish and town councils represent the most local level of government, and are independent but work closely with both the County and district councils.

The Council's Corporate Diversity Team

Although everyone in the Council has a responsibility to promote equality and tackle discrimination, the Council has a central Corporate Diversity Team in place to support this activity and take the lead on key equalities issues. The Team has five main roles:

- Supporting and embedding equality across all council services and employment.
- Ensuring the Council addresses the particular needs of the different communities of the county.
- Breaking down barriers of age, disability, faith, gender, language, race and sexuality.
- Co-coordinating and contributing to the Council's work to promote community cohesion and ensuring local people from diverse groups are involved in planning and decision making.
- Coordinating research and information to ensure the Council can address the needs of diverse communities in the county.

A number of teams across the Council provide services especially tailored to particular vulnerable groups, such as Travellers and Gypsies, and unaccompanied minors and those recently migrated to Kent. A full list of all County Council services is provided at Appendix C.

Delivering equalities across the Council

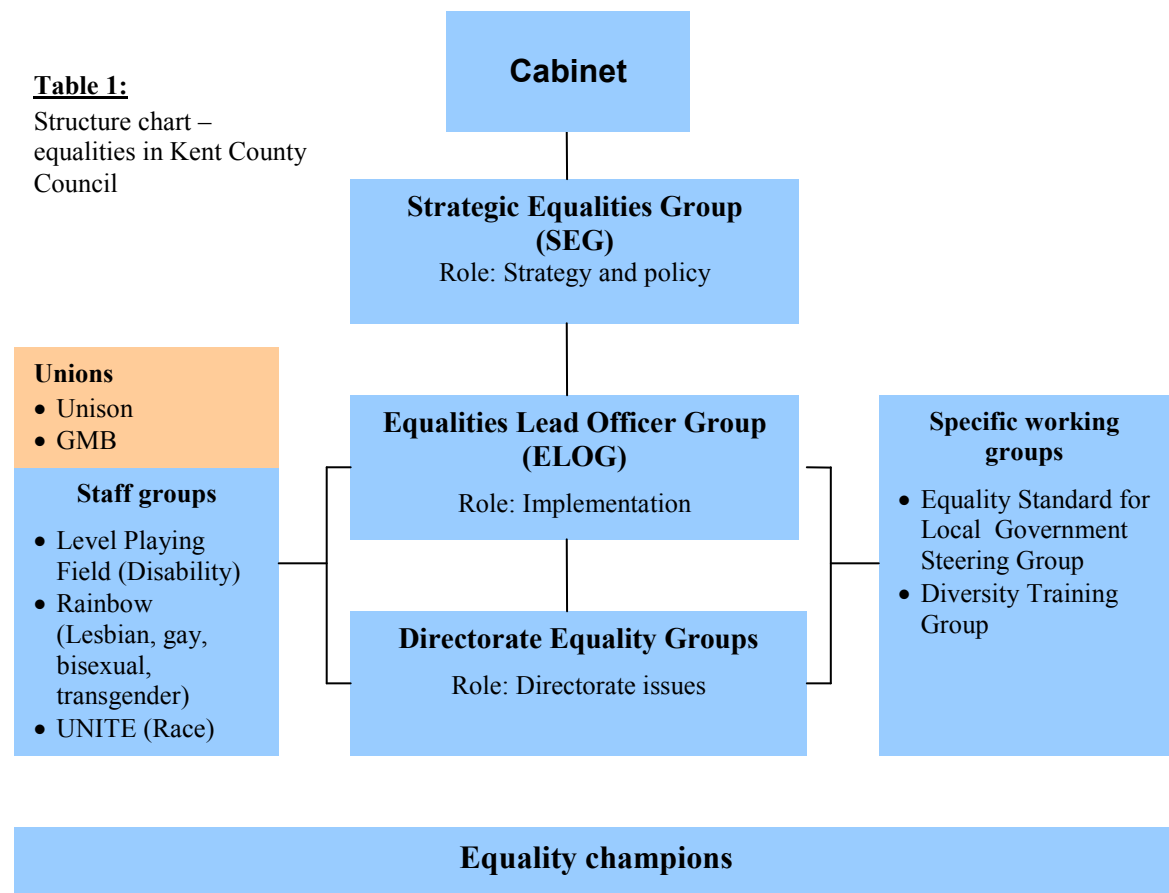
The Cabinet has collective Member responsibility to ensure that equality is successfully applied across all Council services and within the organisation as an employer. A Cabinet Member holds the Portfolio for Equality and Diversity.

The County Council’s Strategic Equalities Group (SEG) is represented by cross-party Members and senior lead officers from every Directorate, and is responsible for agreeing the overall direction of travel on equalities, and policy development. It is supported by the Equalities Lead Officer Group (ELOG), which consists of Directorate lead officers, staff group representatives and trade unions. ELOG is responsible for day-to-day issues and implementation.

In addition, each Directorate has its own equality group, which produces an annual action plan.

Work on equalities is supported across all five Directorates by the presence of 48 ‘equality champions’. Equality champions are officers who volunteer to ‘champion’ a particular area of equalities, to raise its profile and encourage good practice.

Figure 1 below sets out how all the various groups link together.



Work on the Equality Standard for Local Government

The Equality Standard for Local Government is a tool for local authorities like Kent County Council to mainstream equality across service areas and into every-day practice. It:

- Helps authorities to meet their obligations under the law
- Integrates equality objectives with Best Value
- Encourages the development of anti-discriminatory practice appropriate to local circumstances
- Provides a basis for addressing all forms of institutionalised discrimination
- Provides a clear framework for auditing progress and achievement
- Over time, provides a framework for improving performance.

The Equality Standard specifies five varying levels of achievement which cover all aspects of policy-making, service delivery and employment. The County Council is currently at Level 2 and is on target to reach level 3 by March 2008.

As part of our work to achieve Level 3 of the Standard we are assessing all our policies, procedures and practices to ensure that they are easily accessible by everyone. This work is described in more detail on page 52.

Equality in employment

Kent County Council is a major employer of over 44,000 people, and is committed to promoting equality, valuing diversity and combating unfair treatment. Our work on employment good practice extends across all areas of equalities, and is nationally recognised:

- As the county's largest employer, the Council is an accredited '**Investor in People**', has three established and vibrant **staff groups**, and offers an innovative range of staff benefits to all eligible employees, such as flexible working, child care opportunities, new maternity/paternity leave provision and extended rights to all carers.
- We were one of the first councils in the country to conduct an **equal pay review**
- The Council has been accredited as a **Two Ticks** (Positive about Disabled People) Employer every year since 2002
- In February 2006 we were featured in the Employers Forum on Disability (EFD) news for its **good practice recruitment** guide.
- In September 2006, we were short-listed for Remploy's 'Leading the Way' award in **recognition of our employment** of disabled people.
- We are ranked **37th out of the 100 best employers** in the country for Lesbian and Gay staff, by independent group Stonewall, joining an elite group of organisations that includes blue chip FTSE 100 companies and government departments.
- Our Supported Employment Team within Kent Adult Social Services has worked with approximately 1000 people over the last three years, moving 250 individuals to paid employment.
- Formal Partnership working arrangements have been in place since 2003 with Kent Association for the Blind, Royal British Legion Industries, Blackthorn Trust, Action for Blind People, Jobcentre plus, Shaw Trust, Remploy.

- The Council is part of the **Mindful Employer** initiative, aimed at increasing awareness of mental health at work.

The Council supports three active staff groups on Disability (Level Playing Field), Race (Unite) and Lesbian, Gay, Bisexual and Transgender issues (Rainbow). Staff groups help us ensure that employment practice values and supports employees from diverse groups.

We also use expert advisory services, such as the Employers Forum on Disability (of which we have been a member since 2002), and the Employers Forum on Age. We are involved in on-going work to increase the accessibility of employment opportunities for diverse groups, for example inviting disabled employees to test new software for accessibility.

Managing our performance on equality as an employer

The Council undertakes a range of activities to promote equality in the workforce and tackle unfair discrimination. This includes regularly monitoring employee data and delivering a comprehensive training programme. For instance:

- **Training:** We have now delivered Year 2 of our Council-wide ‘Diversity In Action’ training programme for staff and managers, held at various locations across the county. All employees who undertake recruitment and selection are required to be diversity trained. Equality Impact Assessment Training has taken place across all Directorates, incorporating both bespoke and general sessions. We maintain a brochure of Equality and Diversity training courses, and update KNet and Clusterweb online sites monthly, to reflect the training available.
- We analyse the number of employees receiving training by disability, gender and race. The Council’s diversity training group prioritises identified training need, and produces an annual diversity training programme.
- **Awareness raising:** Monthly themed Equality and Diversity Training ‘Extramails’ are sent out globally via email to employees, to raise awareness about specific issues, and promote opportunities for further learning. Our Kent Adult Social Services Directorate is currently piloting ‘Recruitability’ Workshops, which are lunch time sessions for Managers across Kent, focusing on the recruitment and retention of disabled people. They are also offering ‘drop in’ sessions for staff to raise awareness about accessibility for Deaf people.
- **Recruitment:** We analyse applications for employment by age, disability, gender, religion and belief, race and sexual orientation on a monthly basis across all Directorates. This covers applications, short-listing and positions offered. The Council has a detailed and challenging action plan, developed with our equality champions, staff groups and directorate equalities groups, to support the recruitment and retention of target groups.
- **Retention:** We analyse data about staff leaving the Council by disability, gender and race. All staff leaving our employment are offered ‘exit interviews’, which provide an opportunity to discuss in confidence what it is like to work for the County Council. Our Redeployment Forum meets regularly to ensure that redeployees are given appropriate support, such as improving access to appropriate equipment or software.
- **Appraisal and Reward** and **Grievance and Disciplinary** processes are monitored on an ongoing basis to ensure that all systems are fair, objective, and free from bias and stereotyping. Our appraisal process explores issues in relation to age, disability, gender and race and looks at whether any reasonable adjustments may be necessary to help

employees do their job effectively, and achieve their full potential. Our Environment & Regeneration Directorate is currently piloting equality as part of its 'Ways to Success' appraisal process.

- **Staff in post and our 'top 5% earners'**: The numbers of staff in post and the number of staff earning the top 5% of salaries in the Council are analysed by disability, gender and race. This information is also reported within our overall Best Value Performance Indicators. We are constantly seeking new and effective ways to target the recruitment, retention and career development of under represented groups, such as our new **Talent Management Framework pilot**.

Equality in education and schools

Schools have a number of duties under legislation relating to equality, in relation to age, disability, gender, faith, race and sexual orientation. As a local education authority, the County Council monitors the performance and statistics of schools, helping them to meet the requirements of the Act. The main duties of schools in relation to disability, gender and race equality include:

Disability equality in schools

Schools are required to have regard to the need to:

- Promote equality of opportunity between disabled and other people
- Eliminate discrimination and harassment; promote positive attitudes to disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Secondary schools are required to publish a Disability Equality Scheme (this requirement came into force in December 2006), and primary and special schools must have one in place by December 2007.

Gender equality in schools

From April 2007, schools have a duty to promote equality of opportunity between men and women (including boys and girls), and to publish a Gender Equality Scheme showing how the school intends to fulfil its duties. Schools must revise and review the plan every three years and report on progress annually.

Race equality in schools

Schools are under a duty to promote equality of opportunity and good relations between different races and nationalities. They are required to have in place a written race equality policy. They also have a duty to assess and monitor the impact of policies on pupils, staff and parents, in particular the attainment levels of pupils from different racial groups. Ofsted, the official body for inspecting schools, inspects and reports on whether schools are meeting their duties.

All schools and educational establishments are required to record racist incidents and these are reported to the County Council on a regular basis.

7. Making equality part of everything we do

How we communicate with our diverse communities and staff

Effective communication is an essential part of our day-to-day business. It is particularly important to get communication right when engaging with diverse communities, because inaccessible or inadequate information is a major factor in exclusion. It prevents people from making informed choices about the important matters in their lives.

Effective communication is also crucial to community cohesion, because it enables strong relationships to be maintained with groups working within the community. This enables issues to be addressed as they arise, and demonstrates that the Council understands and values the contribution of different communities.

The Council employs a range of communication methods designed to address a wide variety of access issues. These are summarised below.

Accessible formats and technologies

Each of our publications and the web pages on which they can be found give details of how to request information in alternative formats or languages. This includes formats such as audiotape or CD, in Braille and large print, and as computer files in accessible electronic formats. Information can also be made available in easy-to-read formats for people with learning difficulties or poor literacy skills. The Council has a Standard on Interpreting and Translation (which also applies to British Sign Language and other alternate formats), which in essence means that a person's language will not be a barrier to receiving a service. The Council also has a Service Level Agreement with Top Temps Interpreting to ensure that appropriate linguistic support is provided where necessary.

We are currently engaged in a range of initiatives to enhance how we communicate as a Council:

- A new website content management system has been established, to help make our websites and intranet more accessible and usable for disabled people. We are also investigating effective ways of making our web-based information more accessible in languages other than English.
- Guidelines have been produced for staff to enable them to understand how to communicate well with our service users and colleagues. These show how to respond to requests for information in formats other than standard print and languages besides English.
- Textphone services are available to enable Deaf, deafblind, hard of hearing and speech-impaired people to communicate easily with us.
- Our Sensory Disabilities Unit is working to ensure that a consistent and excellent service can be provided to Deaf, deafblind and hard of hearing people who may need speech-to-text reporting or British Sign Language interpreting.

- We regularly communicate with staff on key employment issues in a variety of ways, such as Knet, focus groups and road shows.

How we deal with complaints

Kent County Council treats all complaints of discrimination or harassment very seriously. Discrimination on the grounds of age, disability, gender, faith, race, sexual orientation, or harassment, victimisation or abuse of any kind is a serious disciplinary offence for employees.

If you believe that you have been affected by a failure of the Council to comply with equality legislation you should tell us. Even in the best run organisations there can be times when things go wrong and you are not happy with the service you receive. If this happens then please let us know so that we can try to put things right.

If you do have cause for complaint:

As an employee:

Employees who feel they are being unfairly discriminated against by other employees should discuss the matter with their manager or personnel officer, which may enable it to be resolved at an early stage. Alternatively, the matter can be raised under the Council's Grievance or Complaints procedures. If, in the course of their work, employees suffer abuse or harassment from members of the public (or other members of staff), the Council will take appropriate action in accordance with its Harassment Policy and Procedure and Dignity at Work guidance.

As a member of the public:

- Please start by telling the person you have been dealing with at the Council. Most problems can be resolved this way.
- If you feel you need to pursue your complaint further, then please contact the director of the service you have been dealing with. It will help us to deal with your complaint speedily if you write 'Complaint' in the top left corner of the envelope. If you are in any doubt about where to write to, please address your complaint to the Chief Executive and a member of his staff will forward it to the right person.
- If you phone or visit one of our offices with your complaint, our staff will try to help you by answering your query or taking down details so that it can be investigated. They will telephone or write to you to tell you the outcome of the investigation as soon as they can.
- If you put your complaint in a letter or e-mail, you can expect to receive an acknowledgement within one week and a full reply normally within four weeks. If your complaint raises complex issues that cannot be answered within four weeks, we will keep you informed of progress at four-weekly intervals until we are able to respond fully to your complaint.

- If you are not satisfied with the director's response you should send full details of your complaint to the Chief Executive, and ask him to look into it.
- A member of the Chief Executive's staff will try to resolve the matter to your satisfaction. You can again expect to receive an acknowledgement within one week of the Chief Executive receiving your letter or e-mail and a full reply normally within four weeks.
- Your local county councillor may be able to help resolve your complaint by pursuing it on your behalf with the director concerned or with the Chief Executive. You can find out the name and address of the county councillor for your area by telephoning our Contact Centre on 08458 247247 or logging on to our website (www.kent.gov.uk) and going to the 'Your Council' section.
- If you are still not satisfied after all these steps have been taken, you can take your complaint to the Local Government Ombudsman. The Local Government Ombudsman is an independent and impartial person, appointed by central government to investigate complaints of maladministration by local authorities. A leaflet explaining how to complain to the Local Government Ombudsman is available direct from the Ombudsman's office (contact the Ombudsman's Advice-line on 0845 602 1983 or visit the website: www.lgo.org.uk).

Promoting equality and tackling discrimination through partnerships

Kent County Council works with a wide variety of partners and stakeholders such as Kent Police, Health and local businesses, in order to improve quality of life for local people. Partnerships vary enormously in size and remit, but one of the most important is the countywide Kent Partnership, which is responsible for overseeing Kent's community strategy, the *Vision for Kent*. The Partnership is made up of representatives from the private, public, voluntary and community sectors, including race equality councils, and has a key role in encouraging community leadership, supporting new initiatives and helping to ensure the effective delivery of services.

The Partnership is involved with a number of important pieces of work to promote greater equality in the county, such as the Kent Compact. The Compact aims to create a new approach to partnership between the County Council and the voluntary and community sector. In addition to establishing a robust framework of engagement, the Compact ensures via monitoring and analysis that local organisations have fair and equal access to Kent County Council funding streams. It also ensures that where possible organisations are supported to acquire funding to build capacity and prepare and deliver projects. In addition, the Compact requires all partnership bids to Kent County Council funding streams to demonstrate, where appropriate, that meaningful consultation with organisations working with diverse groups has occurred.

In addition to this activity, Kent County Council and 12 district councils have signed a new commitment to improve services and achieve significant savings for the people of Kent, through an innovative local agreement known as the 'Kent

Commitment'. The agreement targets five major areas for further improvement, all of which have clear links to equality and diversity.

Other important partnership activity includes:

- The County Council co-leads a good practice **Equality Partnership Group** with Kent Police. The group is open to all public authorities within Kent, and includes Medway Council, Kent Fire and Rescue service, Kent Strategic Health Authorities and most of the borough councils within the county.
- The successful partnership between Kent County Council, Churches in Society (CIS) and Medway Council, the **Critical Incident Chaplains (CIC) training programme**, was established in 2004 and involves nearly 100 chaplains. The chaplains support the emergency services, local authorities, health services and voluntary sector as well as the wider community in the event of a major emergency. This programme was recently expanded to include a wide range of faiths and cultures, and an introductory event is planned for February 2008 for up to 125 multi-faith representatives.

Stretching our performance through partnerships

Partners represented on the Kent Strategic Partnership have signed up to a Local Area Agreement (LAA) which, among many other targets, is designed to improve sexual health and reduce teenage pregnancy in the county. Reducing teenage pregnancy is a key factor in preventing health inequalities, child poverty and social exclusion. Girls from the poorest backgrounds are ten times more likely to become teenage mothers than girls from professional backgrounds. Infant mortality rates for babies born to mothers under the age of 18 are twice the average, and are at high risk of growing up in poverty and experiencing poor health and social outcomes.⁷

An LAA is a formal agreement between the Council, local partners and central Government, setting out challenging outcomes and targets over a three-year period. What is new about this way of working is that it moves away from a 'one size fits all' national approach to making improvements, to one where priorities and targets are decided locally. This allows us to target resources wherever they are needed most.

⁷ Department of Health, March 2007

Promoting equality and tackling discrimination through procurement

The County Council often pays other organisations to provide services, such as social care and youth services, in order to deliver the highest quality, most cost-effective services for the people of Kent. This is known as ‘procurement’. Before the contract is awarded, the Council assesses the potential contractor’s approach to equality, which includes looking at their commitment to providing accessible goods and services, taking into account advice and guidance produced by the Disability Rights Commission, the Commission for Race Equality, the Equal Opportunities Commission and the new Commission for Equality and Human Rights (CEHR). Although the contractor supplying the service is responsible for fulfilling the conditions of their contract, the legal liability for complying with relevant equality legislation in relation to the service remains with the Council. The Council is also responsible for monitoring the contract.

Under earlier legislation⁸ the law limited the questions we could ask potential providers. Since then, certain aspects of the law have been repealed, which means that we can now ask potential contractors additional questions to assess their attitude and approach to equalities. Exploring how best to do this is a key action in our action plan and cuts across all areas of equality. This also includes ensuring that diverse businesses and voluntary organisations have equal access to Council contracts.

⁸ Local Government Act 1988

8. Our five priority outcomes

Five key priority outcomes have been identified based on local data and evidence, the views of diverse groups and information about our performance. They describe our overall ambitions for equality, and provide a framework for delivering and managing all our services:

- **Equal and inclusive** services and information for all, regardless of age, disability, gender, faith, race or sexual orientation.
- Creative opportunities for **participation and involvement** in service planning and decision-making.
- Work with our partners to ensure the county's most vulnerable groups feel **safe and free from harassment**, and can report incidents in the knowledge that issues will be handled sensitively and effectively.
- Enhance the quality of our **intelligence** and **monitoring** systems, to ensure we can target disadvantage in the county where action is most needed and best reflects effective use of resources.
- Maintain our reputation as an **excellent employer**, promoting a culture where the Council recruits on merit and diversity is valued.

Priorities for specific equality strands

Our five priority outcomes are underpinned by a range of specific priorities and actions in relation to age, disability, gender, faith, race and sexual orientation. These have been identified for each of the strands as a direct result of evidence gathering and user involvement, in order to address specific need, or gaps in understanding or service provision.

For details of specific priorities in relation to disability, gender and race equality, please see:

- Disability (Page 33)
- Gender (Page 38)
- Race: (Page 44)

For details of priorities in relation to other equality strands, see our Organisational Action Plan.

9. Disability equality in Kent

What do we mean by “Disability”?

The Disability Discrimination Act 1995 defines disability as ‘a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities’. However, many disabled people are unhappy with the limitations of this definition, and prefer a definition of disability called the ‘**Social Model of Disability**’. The Social Model suggests that disability occurs because of the way society is organized, and that it presents numerous barriers which prevent disabled people from being properly involved in community life. This includes discriminatory attitudes, inaccessible services and information, and physical barriers, such as the design of buildings and public transport.

The legal framework

A clear legal framework underpins our activities in tackling discrimination and promoting equality for disabled people. The main legislation includes:

- The **Disability Discrimination Act 2005 (DDA)**, which makes it unlawful to treat a disabled person less favourably than others in employment, providing services or carrying out public functions. Employers and service providers must make ‘reasonable adjustments’ to enable disabled people to access work and services.
- The **Disability Equality Duty**, which came into force on 4 December 2006 is an important new duty aimed at promoting disability equality across the public sector. All public authorities must:
 - Publish a Disability Equality Scheme
 - Involve disabled people in producing the Scheme and action plan
 - Demonstrate that they have achieved outcomes
 - Report on progress
 - Review and revise the Scheme.
- Under the **Building Regulations Part M 1992** Act (updated in 2003), new and refurbished buildings must meet minimum physical access requirements.
- The **Special Educational Needs and Disability** Act 2001 strengthens the rights of disabled children to access mainstream education and makes unjustified disability discrimination unlawful in nursery, primary, secondary, further and higher education. It also puts duties on local education authorities and schools to review their policies, procedures and practices to make sure that they do not discriminate against disabled pupils.
- Other pieces of legislation that affect disabled people, but come from a medical model of disability include:

- The **Chronically Sick and Disabled Persons Act 1970**, which requires local authorities to provide a range of social care services to meet the needs of eligible disabled people.
- The **Community Care Act 1990**, which says disabled people have the right to have their needs assessed by the local authority and a decision made about what services will be provided to them. The disabled person and his or her carer must be involved in the assessment.

Disability in Kent

Kent's population is expanding, particularly in the growth areas of Ashford and Kent Thameside. As a result of this, we are seeing substantial year-on-year increases in demand for services for disabled people, particularly mental health services and services for people with learning difficulties. Some other key facts include:

- The number of people with physical impairments accessing County Council social services has increased by some 12 per cent over the last five years, outstripping population increases.⁹
- Of the 1,369,900 people who live in the geographical area that is known as the Kent County Council Area (which covers the whole of the county but does not include Medway), 17.3 per cent of the population consider themselves to have a long term limiting illness. Overall, the Council supports more than 30,000 disabled and older people to continue living in their own homes.
- It is currently estimated that 1 in 100 people in Kent suffer from a severe mental illness, but this is rising. By 2010 there are likely to be over 800 additional service users, and by 2016 there will be over 1700 extra people known to us with a severe mental illness.
- Compared to the South East as a whole, the Kent County Council Area has a larger proportion of residents with a limiting long-term illness who say their health is 'not good'.
- According to recent research, it is estimated that over the next fifteen years there will be at least a 10 per cent increase in adults with learning disabilities known to social services and the estimated 'true' number of people with learning disabilities in Kent will increase by 15.6 per cent.¹⁰
- There is expected to be a 25 per cent increase in older people in Kent who live alone over the next 20 years, which could contribute to greater social isolation and depression.¹¹

Disability within the Council

⁹ Kent Adult Social Services, management data April 2007

¹⁰ Kent Adult Social Services, management data April 2007

¹¹ Kent Adult Social Services, management data April 2007

The Council currently employs 199 full time staff who state that they are disabled. Of these, 102 are male and 97 are female. 209 part time staff state that they are disabled, and of these 52 are male and 157 are female.

The proportion of our top 5% of earners in the Council who consider themselves disabled is significantly lower than that of our staff overall. Of our top 5% earners, six men out of 692, and four women out of 746 who work full time declare themselves disabled.¹²

Kent County Council monitors existing employees and applicants for jobs and training by disability. Monitoring by disability is also undertaken on grievances, disciplinary action, performance appraisals and employees leaving the Council. This is an important way of identifying trends and issues, to enable inequalities to be addressed and action taken to remove barriers and promote equality of opportunity.

The Council reports statistics and sets new targets annually in relation to the following national Best Value Performance Indicators (BVPIs) which relate to disability:

- BVPI 11c – Employees declaring that they meet Disability Discrimination Act (DDA) 1995 disability criteria that are in top 5 per cent earners
- BVPI 16a – Employees declaring that they meet Disability Discrimination Act (DDA) 1995 disability criteria.

What have we achieved so far?

We are involved in an extensive range of projects to promote disability equality and tackle discrimination. Over the last three years, we have achieved some real outcomes. These include:

- Through our Kent Supported Employment team, we are now working in partnership with 24 branches of Woolworth's across the county, to improve the Company's knowledge of employing and retaining disabled staff. We will begin a programme of work placements of up to six weeks. It is hoped that, through the placement process, some participants will be identified as future employees of Woolworth's.
- Work has taken place with both the Police and Health services to improve access to interpreters for Deaf people, which includes looking at developing a Kent wide interpreting service. The Council has improved access by ensuring the Contact Centre is accessible via textphone, the Gateways is purchasing video interpreting equipment and accessible information is being provided using British Sign Language via DVD and the website. Work has also taken place to develop guidance to ensure that meetings, training and other events are accessible to Deaf, deafblind and visually impaired people.
- We have commissioned a new content management system for our intranet and website. We have built in accessibility testing, which is already leading to improvements in accessibility which will benefit all visitors to the Council's website.

¹² Corporate Diversity Team April 2007

- During the past year, the Library service has been working closely with the Sevenoaks District Partnership Group of adults with learning difficulties, to identify an appropriate range of books, packs and audio visual resources for adults with learning difficulties. Cue cards with easy-to-read symbols are being produced, to make it easier for those who do not read to make their needs known.
- We have produced a 'See it Right Guide', which provides guidance for managers on employing and retaining disabled people.
- We hosted part of Natural England's diversity review, the 'By all means' project, aimed at increasing the numbers of disabled people able to access and enjoy countryside activities. As a result of this our country parks events programme now includes an enhanced range of opportunities for disabled people, and the format of the Explore Kent website is being redesigned to make it compatible with software used by people with visual impairments. Projects such as the 'all-terrain tramper' at Shorne and two other walks have been researched and implemented through close liaison with people with limited mobility. In addition, an 'easy access' trail has recently been introduced at the Canterbury Environment Centre - providing an accessible, level trail in urban Canterbury.

The challenges

Local issues and trends change all the time, and are influenced by a whole range of factors. Although many of these changes are outside the Council's control, they are likely to have a direct impact on life in Kent. These include:

- Disabled people are 29 per cent less likely to be in work than non-disabled people with otherwise similar characteristics, such as age, ethnicity, educational qualifications and family composition.¹³
- Young disabled people aged 16 are twice as likely not to be in any form of education or training as their non-disabled peers. This increases to three times as likely at age 19.¹⁴
- 54 per cent of Bangladeshi people and 49 per cent of Pakistani people aged 50 to 64 report a limiting long-standing illness, compared to 27 per cent of the general population in this age range.
- Over 1.4 million people aged 65 and over currently have a severe disability or care need. It is predicted that the growing older population will result in a dramatic increase in the numbers of people over 65 with chronic illnesses or disability.¹⁵
- An accessible public transport system is key to empowering many disabled people to be able to take part fully in society. However, for many disabled people public transport presents an insurmountable number of barriers.¹⁶

Our top disability priorities for the next three years

¹³ *Fairness and Freedom: The Final Report of the Equalities Review, 2007*

¹⁴ *My School, my family, my life: Telling it like it is*, produced by The University of Birmingham, School of Education and commissioned and funded by the Disability Rights Commission.

¹⁵ *Dementia UK*, produced by Alzheimer's Society, February 2007

¹⁶ Disability Rights Commission 2006

To promote disability equality and tackle discrimination, activity will be targeted in a range of priority areas over the next three years:

Priority areas for action

- Through equality impact assessments and ongoing involvement with disabled people, identify specific objectives and targets across all services, to tackle barriers to access and address need.
- Explore opportunities for working jointly with partner agencies to build confidence amongst victims of hate crime and signpost to appropriate support.
- Future evidence gathering exercises need a more representative sample. A longer period of time to respond to involvement surveys; providing surveys in more accessible, individualised formats; making sure that support is available to help individuals answer questions. Strategic targeting of ethnic minorities and people with mental health difficulties must take place. The views of children and their carers (some of whom are also disabled) must be covered.
- The communication needs of all disabled people must be taken into account for all areas of life. In particular, the needs of people with sensory impairments should be pro-actively considered.
- There are serious inequalities between disabled people as well as between disabled and non-disabled people in terms of quality of life issues. In particular, people with sensory impairments appear to be the ‘forgotten people’ when it comes to appropriate provision of communication support.
- Whilst moves have been made to improve transport there is much to be done. Without good, reliable, accessible and appropriate transport, disabled people cannot participate in community life and many will continue to feel socially isolated. Kent County Council needs to continue to focus activity in relation to helping to change this situation.
- Buildings need to be checked over by disabled people. Even better, disabled people should be consulted for advice before and during building work.
- Staffing levels need to be flexible enough so that disabled people can socialise and participate in leisure and educational activities, particularly at night.
- Disabled people should be consulted before, during & after decisions are made. The benefit of forming a Kent Panel on Disability should be explored.
- Continue to seek new and effective mechanisms to increase the percentage of the top 5% of disabled earners in the County Council.

10. Gender equality in Kent

What do we mean by “Gender”?

The term ‘gender’ refers to the different roles and expectations of men and women in society. Gender roles can be affected by a variety of factors such as education or economics, and vary widely within different cultures.

Gender roles and expectations are often identified as factors hindering the equal rights and status of men and women, with adverse consequences that affect life, family, socioeconomic status and health. For example, although girls generally out-perform boys in schools, they are 30 per cent less likely to be in work than men with otherwise similar characteristics, such as age, ethnicity, educational qualifications and family composition.¹⁷ Similarly, men are around 25 per cent less likely to visit their GP than women, which has implications for their long-term health and well-being. For this reason, gender is an important element of planning services.

What do we mean by “transgender”?

Gender equality also takes into account the needs and experiences of transgender people. There is considerable debate around these definitions within gender identity groups, however, the legal definition of the term transsexual refers specifically to those people who have undergone, or are undergoing the medical process of gender reassignment. The definition of transgender is wider; as well as transsexual people, it also includes, for example, those who choose to live as members of the opposite sex without intending to undergo medical gender reassignment. Although they fall outside the current legal definition, they experience significant harassment and discrimination on grounds of their identity.

The legal framework

A clear legal framework underpins our activities in tackling sexual discrimination and promoting equality for men and women. The main legislation includes:

- The **Sex Discrimination Act 1975** makes it unlawful to discriminate on the grounds of sex. Specifically, sex discrimination is not allowed in employment, education, advertising or when providing housing, goods, services or facilities.
- **Transgender** people are protected under the Sex Discrimination Act (as amended in 1999). It is also unlawful to discriminate in the employment field on the grounds of pregnancy and maternity. Harassment in employment, vocational training and further education is also prohibited.
- The **Equal Pay Act 1970** says women must be paid the same as men when they are doing work of equal value and vice-versa.

¹⁷ *Fairness and Freedom: The Final Report of the Equalities Review, 2007*

- The **Equality Act 2006** created the **Gender Equality Duty** for the public sector. The Gender Equality Duty has two parts to it, the ‘general’ duty and the ‘specific’ duty. The general duty places a legal duty on the County Council to:
 - Eliminate unlawful discrimination and harassment
 - Produce a gender equality scheme identifying gender equality goals and actions to meet them, in consultation with employers and other stakeholders
 - Monitor and review progress
 - Review the scheme every three years
 - Develop, publish and regularly review an equal pay policy, including measures to address promotion, development and occupational segregation.
- The **Sex Discrimination (Gender Reassignment) Regulations 1999** protect the rights of people who intend to undergo, are undergoing, or have undergone gender reassignment by stating, for example, that employers must not treat such employees less favourably than other staff.
- The **Gender Recognition Act 2004** became law on 4 April 2005. It allows transsexuals to gain legal recognition in their acquired gender. Once issued with a gender recognition certificate, transsexuals have the right to marry and obtain a birth certificate in their acquired gender and obtain state benefits like anyone else of that gender.
- The **Work and Families Act 2006** aims to establish a balanced package of rights and responsibilities for both employers and employees, makes new provision for employees with caring responsibilities and other important changes to maternity and paternity leave entitlements.

There is no current legal requirement under the Gender Duty for public authorities to take action to promote equality between transsexual or transgender people and non-transsexual or transgender people. However, the Government’s Discrimination Law Review will examine extending protection for transsexual and transgender people in this area.

Gender in Kent

The 2001 Census statistics show that there are similar numbers of men and women in the Kent County Council Area - 49 per cent and 51 per cent respectively out of a population of 1,369,900. The exact number of transgender people living in the County is not currently known. The proportion of boys and girls under 16 living in the County is also evenly balanced, at 51 per cent and 49 per cent respectively. However, the gender split amongst older people is very different, with significantly more women over the age of 75 (62 per cent) than men (38 per cent). Some other key facts include:

- Women in Kent are significantly more likely to be ‘economically inactive’ as a result of looking after the home/ family, than men (13 per cent compared to 1 per cent) (the term ‘economically inactive’ means people who are not working because they are full-time students, are retired or are unable to work due to long-term sickness or disability).

- Similar numbers of women and men in Kent have a limiting long-term illness (17 per cent and 16 per cent respectively).
- There are 8.5 times more female than male lone parent families with dependent children in Kent (32,000 as compared to 3,750).
- The Kent teenage pregnancy rate currently stands at 38.0 per 1000 females under 18, which is below the national average of 41.3 per 1000. Evidence shows that teenage pregnancy is particularly high in Swale and Thanet.¹⁸ There is a clear and acknowledged link between teenage pregnancy and deprivation.¹⁹
- Young women between 16 to 19 years of age are far less likely than young men to take part in physical activity or sport (50 per cent compared to 72 per cent). Similarly, women aged between 25 and 29 are also less likely than men to participate in sport (66 per cent compared to 78 per cent).
- Women in Kent (18 per cent) are significantly more likely than men (11 per cent) not to have access to a car.
- Overall, girls in Kent schools out-perform boys in terms of educational attainment. Boys' under-achievement is most apparent at Key Stage 4. Significant gaps in attainment are evident in certain subjects with girls outperforming boys, although at Key Stage 3 there is no longer a gender gap in mathematics and science at Key Stage 3. In English at Key Stage 3 the gender gap was 12 per cent, which represents a continued reduction and is smaller than the national average. Boys writing improved in 2005 at Key Stage 3. In Kent this is most marked in primary writing assessments.
- In Kent, more men (32 per cent) than women (23 per cent) occupy professional positions, including higher and lower managerial and professional occupations.
- Men in Kent (19 per cent) are more likely than women (8 per cent) to be self-employed.
- The majority of Kent's part time workers are women, who make up 87 per cent of employees. Of all economically active females, White British women (24 per cent) are more likely to work part-time, compared to all other ethnic groups (18 per cent).
- 27 per cent of women in Kent work within 2km from their home, compared to 16 per cent of men.
- 30 per cent of women in Kent have no qualifications as compared to males (27 per cent).

¹⁸ LPSA statistics (2002) report

¹⁹ Every Child Matters Cross-Government Group report January 2007, 2005 data returns.

- Between January 2006 and December 2006, 24 gender hate incidents and seven transphobic hate incidents were also reported to Kent Police. It is estimated that as much as 90 per cent of hate crime goes unreported, because victims are either too frightened to report it, or feel it will not make any difference.

Gender within the Council

Kent County Council currently employs 6030 men and 11637 women on a full time basis. This means that 66 per cent of our staff are women, and 34 per cent are men. In addition to this there are 3512 male (12 per cent) and 25089 female staff (88 per cent) on part time contracts.

Kent County Council monitors existing employees and applicants for jobs and training by gender. Monitoring by gender is also undertaken on grievances, disciplinary action, performance appraisals and employees leaving the Council. This is an important way of identifying trends and issues, to enable inequalities to be addressed and action taken to remove barriers and promote equality of opportunity.

The Council reports statistics and sets new targets annually in relation to the following national Best Value Performance Indicators (BVPIs) which relate to Gender:

- BV2a: The Equality Standard for Local Government in England.
- BV1a: % of top 5% earners that are women
- BV176: Number of domestic violence refuge places per 100000 population provided/supported by authority
- BV197: Teenage pregnancies.

What have we achieved so far?

We are involved in an extensive range of projects to promote gender equality and tackle sexual discrimination. Over the last three years, we have achieved some real outcomes. These include:

- The 'Why Suffer in Silence' Domestic Violence Conference 2006 was organised in partnership by Kent County Council, North West Kent Racial Equality Council, Rethink Sahayak, and Thames Gateway Women's Multifaith Forum. The conference was extremely well attended, and aimed at local communities and statutory partners to raise awareness. It focused on a range of multiple issues and specific implications for women from a Black or Minority Ethnic background.
- We were one of the first councils in the country to conduct an equal pay review on gender, which concluded in April 2006.
- Kent County Council Chairs the Kent Teenage Pregnancy Partnership. Our latest figures show that the Partnership has achieved a 9.6 per cent reduction in teenage pregnancy, reducing from 42.2 per cent in 1998 to 38.0 per cent in 2005. Key actions taken to reduce teenage pregnancy have included targeted

work with vulnerable young people and the development of a specific website for young people which contains information and advice on sexual health.²⁰

- The Council has worked with local schools in Kent to produce national best practice guidance, 'Boys can do better', to provide teachers with ideas for raising the standards of boys' writing in their schools without any detrimental effect on girls. The case studies included are written by Kent teachers and based on work implemented in classrooms.
- The Council promotes an established programme of flexible working practices as part of its work/life balance policy. This includes flexible and compressed working hours, home and teleworking and job-sharing. It also includes child care opportunities and new rights in relation to maternity and paternity leave and caring responsibilities.
- The Council is currently undertaking a special initiative to explore how to encourage girls to take part in more sport in school, and to address the reasons why some girls drop out of physical education.

The challenges

Local issues and trends change all the time, and are influenced by a whole range of factors. Although many of these changes are outside the Council's control, they are likely to have a direct impact on life in Kent. These include:

- Women make up nearly half of Britain's workforce and the proportion is growing. Girls and young women are excelling and outperforming boys in education, but this is not translating into earnings for many. Women are still working predominantly in lower paid areas – cleaning, catering, caring, cashiering and clerical work – which is one of the reasons why their full-time pay on average remains 20 per cent less than full-time men, 40 per cent less if they work part-time. A key fact in this is their need to accommodate career interruptions through childbirth and care, and flexible working thereafter, into their careers.²¹ At the current rate of progress, it will take until 2085 to close the pay gap between men and women.
- Occupational segregation between men and women is predicted to be a key factor in a major skills shortage in the future. While jobs are forecast to shrink in the next decade in manufacturing and heavy industry, three in four of the one million new jobs predicted by 2012 will be service sector jobs in education, health, personal and social care or retailing.²²
- Women with children under the age of 11 are more than 40 per cent more likely to be out of work than men.²³ Overall, women are 23 per cent less likely to be in work than men with otherwise similar characteristics, such as age and ethnicity, the level of educational qualifications and family composition.

²⁰ Office of National Statistics, February 2007

²¹ *Fairness and Freedom: The Final Report of the Equalities Review*, 2007

²² *Fairness and Freedom: The Final Report of the Equalities Review*, 2007

²³ *Fairness and Freedom: The Final Report of the Equalities Review*, 2007

- Domestic violence is a major issue for many families. It accounts for a quarter of all violent crime, has the highest rate of re-offending of any type of crime. One in four women experience domestic violence at some time in their lives and two women are killed each week by violent partners or former partners.²⁴
- Although the majority of lone parents in Britain are women, some men are bringing up children alone or share responsibility with former partners. Stereotyping about parental roles can mean that men's different needs and experiences are overlooked when support services are designed. This includes ensuring that men have full access to flexible working arrangements.
- The challenge of meeting the target of a 50% reduction in teenage pregnancies by 2010 (compared with 1998) will require total commitment on the part of all key agencies in Kent working with young people. Early parenthood often has long-term consequences for women and both preventing early pregnancies and supporting young parents to participate in education and employment are crucial if these long-term consequences are to be minimised.
- Men and women make different use of public transport. They have different access to private transport, different patterns of commuting and employment, and different child-care and other family responsibilities. Women are the prime users of public transport, especially buses.

Our top gender priorities for the next three years

Priority areas for action

- Through equality impact assessments and engagement activity with men and women, identify specific objectives and targets across all services, to tackle barriers to access and address need in relation to gender and transgender.
- Explore opportunities with Kent Police and other specialist agencies to build confidence among victims of domestic violence, report incidents and signpost to appropriate support.
- Explore how best to ensure that gender issues, and particularly the experiences of women, better inform local transport planning.
- Continue to tackle health inequalities in young people, to reduce the rate of teenage pregnancies in line with the national interim target of a reduction of 15%, and increase physical exercise in girls and young women.
- Continue to work with schools to tackle boys' under-achievement.
- Continue to seek new and effective mechanisms to increase the percentage of the top 5% of female earners in the County Council.

²⁴ Women's Aid, 2007

11. Race equality in Kent

What do we mean by “Race”?

Although the term ‘race’ has no exact legal definition, a racial group is any group that can be defined on racial grounds, for instance, in relation to race, skin colour, nationality (including citizenship), ethnic or national origins. A person can fall into more than one racial group; for example, a Nigerian may be defined by race, skin colour, ethnic or national origins and nationality.

All racial groups are protected from unlawful racial discrimination under the Race Relations Act (RRA). Romany Gypsies, Irish Travellers, Jews and Sikhs are also recognised as constituting racial groups.²⁵

What do we mean by “racial discrimination”?

Under the Race Relations Act, 'racial discrimination' means treating a person less favourably than others on the grounds of his or her race. The law applies only to people's actions, not their personal opinions or beliefs. This means that it is against the law to refuse to provide someone with a service because of his or her race.

Generally speaking, a racial incident is any incident which is perceived to be racist by the victim or any other person. Racial incidents include verbal racist abuse, threatening or intimidating remarks about a person's race, racially motivated assault and racially motivated damage to property.

Between January 2006 and December 2006, 1290 race hate incidents were reported to Kent Police. It is estimated that as much as 90 per cent of hate crime goes unreported, because victims are either too frightened to report it, or feel it will not make any difference.

The legal framework

A clear legal framework underpins our activities in tackling racial discrimination and promoting equality. The main legislation includes:

- The **Race Relations Act 1976 (RRA)**, which makes it unlawful for employers and service providers to discriminate directly or indirectly because of someone's race, skin colour, nationality (including citizenship), ethnic or national origin.
- The **Race Relations (Amendment) Act 2000**, which placed a new duty on public authorities to consider how to meet the following objectives in relation to everything they do:
 - Eliminate unlawful racial discrimination;
 - Promote equal opportunities;

²⁵ It should be noted that although Jews and Sikhs have been defined as a racial or ethnic group for the purposes of the Race Relations Act, Jews have not wanted to be, and Sikhism is a religion.

- Promote good relations between people of different racial Groups.
- Under the Act, each public authority has to publish a race equality scheme setting out what actions it will take to make sure they meets its duties.

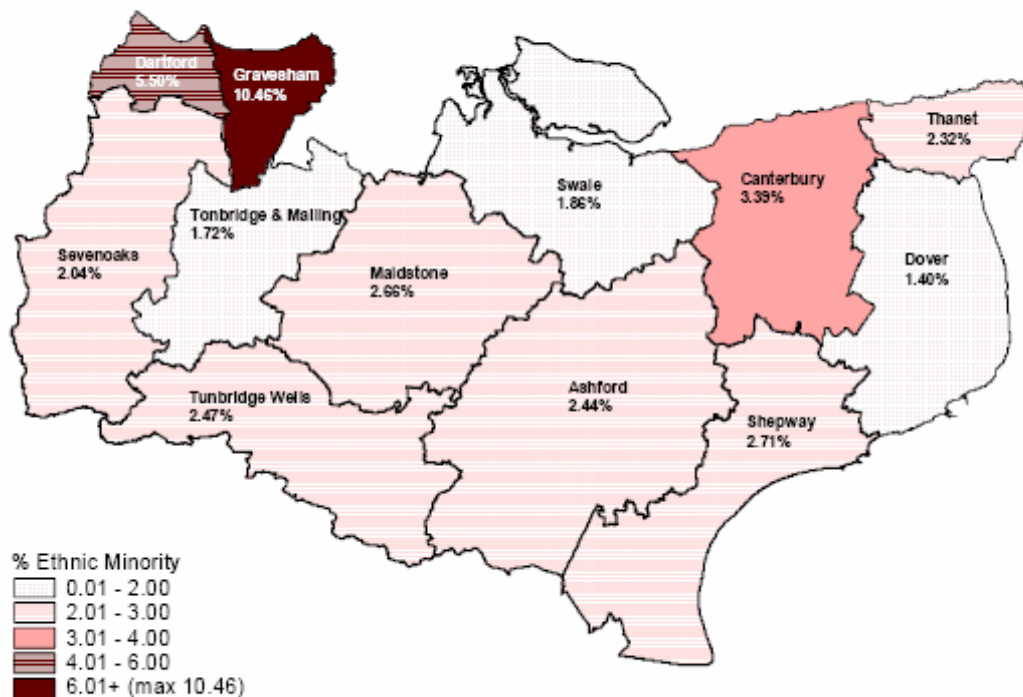
Race in Kent

Of the 1,579,206 people who live in Kent, 54,957 (3.5 per cent) belong to a Black or Minority Ethnic (BME) group. Within the geographical area that is known as the Kent County Council Area (which covers the whole of the county but does not include Medway), 41,534 people (3.1 per cent) classify themselves as BME. This figure is significantly lower than the percentage for England as a whole (9.1 per cent) and slightly lower than the figure for the South East (4.9 per cent). In contrast, 28.9 per cent of the population of London are from an ethnic minority.

As Figure 2 below shows, the majority of Kent's Minority Ethnic population is concentrated in North Kent and Medway. Within the Kent County Council Area, North Kent has the greatest concentration of people from a BME background. Gravesham Borough has the highest proportion (10.5 per cent) of BME residents, followed by Dartford Borough with 5.5 per cent. Many of these communities have lived in the county for 40 to 50 years, and have made a significant contribution to the economic and social well-being of the county.

Ethnic Minorities within KCC Area

Figure 2: Ethnic minorities as a % of the total resident population
Kent Districts



Prepared by Strategic Planning Intelligence Group, Kent County Council
Source: 2001 Census, Key Statistics, Office for National Statistics (Crown Copyright)

Indian people account for the largest BME group in the Kent County Council Area, representing around 12,294 people (0.9 per cent of the total population). The category 'Other Black' represents the smallest group at 0.04 per cent, closely followed by Pakistani people (0.08 per cent) and Mixed White & Black African people (0.08 per cent).

Gypsies and Travellers

Around 8,200 (0.6 per cent) of the population in Kent is a Gypsy or Traveller. Probably less than half of that number lives in a caravan or mobile home. The Council manages eight publicly-provided Gypsy and Traveller caravan sites in Kent. Other councils in Kent manage a further nine. The county's 205 public pitches provide for nearly 300 caravans, and over 500 more caravans are on private sites with planning consent and tolerated sites in Kent. The Council works closely with Medway Council, all district councils and Kent Police when unauthorised encampments occur in the county.

Recently, the Council supported a Joint Select Committee with borough and districts councils across Kent, to strategically address the accommodation needs of Gypsies and Travellers. As part of this work the Committee published its Select Committee Report, Gypsy and Traveller Sites, in April 2006. The report made a number of recommendations to coordinate partnership activity and address accommodation needs in the county.

Asylum and immigration

In the UK the term 'asylum seekers' denotes people who arrive from overseas and apply for refugee status, stating they are fleeing persecution, torture or war. While their applications are being considered by the Home Office, they are termed asylum seekers until their refugee status is confirmed. Those whose claims fail will have their leave to enter or to remain in the UK cancelled.

In the past, the Council has had to accommodate large numbers of asylum seekers, mainly due to the location of the major port of Dover in the East of Kent. In recent years, several major pieces of legislation were introduced²⁶ which led to the Home Office setting up the National Asylum Support Service (NASS) to take over from local authorities the role of providing support to adult asylum seekers and asylum seeking families. Support under the Children Act 1989 is provided by Kent County Council for unaccompanied minors arriving in the county from abroad and claiming asylum. The Home Office and the DfES provide grants to assist local authorities in carrying out these duties.

For more information on Asylum and Immigration please contact:

Telephone: 08458 247 100 or Textphone: 08458 247905

²⁶ The Asylum and Immigration Act 2004.

Migration

During May 2004 and September 2005, between 2,200 to 2,900 migrant workers from the new Accession countries were registered in Kent.²⁷ Along with Norfolk, Lincolnshire, Cambridgeshire and the Grampians, Kent is one area of the country where there are significant concentrations of migrants employed in agriculture.

Recent statistics suggest that there has been an increase in the last year in the number of migrants coming to Britain, which has been driven in the main by the EU Accession Countries, particularly from Poland. Overall, around 293,000 migrants moved to Britain during this period. Around 22 per cent live in London, 14 per cent in the East of England, 9 per cent in East Midlands and around 8 per cent in the South East.

Concerns that migrants would come to the UK to take advantage of social benefits have proved to be unfounded, though working migrants are entitled to claim in-work benefits. 99 per cent of applications from migrants have been for employment purposes. This is not a new trend and many high growth economies around the world rely upon attracting migrant workers.

Race within the Council

The Council currently employs 9542 men and 36726 women on a full and part time basis. Of these, 121 men and 418 women are from a BME group, totalling 539 BME employees overall.

The Council monitors existing employees and applicants for jobs and training by racial group. Monitoring by racial group is also undertaken on grievances, disciplinary action, performance appraisals and employees leaving the Council. This is an important way of identifying trends and issues, to enable inequalities to be addressed and action taken to remove barriers and promote equality of opportunity.

The Council reports statistics and sets new targets annually in relation to the following national Best Value Performance Indicators (BVPs) which relate to Race:

- BV2a: The Equality Standard for Local Government in England.
- BV2b -The quality of an Authority's Race Equality Scheme (RES) and the improvements resulting from it
- BV11b -The percentage of the top 5 per cent of the Council's staff who are from an ethnic minority
- BV17a - The percentage of local authority employees from ethnic minority communities.

What have we achieved so far?

²⁷ It should be noted that migrants only need to register for 1 year upon arrival in the UK, and it is acknowledged to be an inaccurate measure as there is no requirement to re-register after a year.

We are involved in an extensive range of projects to tackle racial discrimination, promote equality and good relations between different groups. Over the last three years, we have achieved some real outcomes. These include:

- We launched and implemented a highly successful personal and leadership development programme, 'ASPIRE', for Black and Minority Ethnic staff. The course was designed to improve confidence and performance in order to prepare delegates for more senior positions within the organisation. The programme ran during 2006, and was attended by 16 delegates who received one-to-one coaching and mentoring as part of the programme.
- There has been a steady increase in the number of BME people the Council employs and within the top 5% of earners over the last five years.
- Three BME 'customer groups' were set up in January 2006 in each of the Council's library areas, enabling BME residents to participate and influence discussions about library services. Actions are being implemented as a result of these discussions, for instance, a number of new newspaper and magazine subscriptions have been agreed for various libraries.
- We successfully delivered the 'Kick Racism out of Football' campaign in partnership with Kent Police, NWK Race Equality Council, Walk Tall, Kanko Arts and Kent County Football Association. Events took place across the County during October 2006. Over 100 people took part in each event. Work with young people on poster design and poetry reading in preparation for the event was so successful it has continued and has influenced drama sessions which are now exploring monologue work in relation to the cross cutting themes of race, sexuality, gender and disability.
- Kent Youth County Council has an elected membership of 48 diverse young people aged 13 to 18. Young people involved come from across the different areas of the County. This is a mixed group that reflects various backgrounds based on race, gender, class, age, religion, sexuality, culture and disability. The group meets once per month to engage in debate, other informal and social education activities and take action on issues that are of a concern to them.
- A recruitment DVD was commissioned in 2005 featuring a variety of Kent governors across the diversity range. The DVD shares information about the governance role through the mouths of the featured governors, and forms the basis of a presentation to community groups, used in our county recruitment campaigns.
- In response to identified need in the Dartford area, a project was set up for young Muslim people at Highfield youth and community centre. There are more than 40 members aged 13 - 19.
- More than 2000 new British citizens were welcomed to the Kent community through the Registration and Coroners Citizenship Ceremonies programme in over 80 group ceremonies held at County Hall between April 2006 and March 2007. Customer feedback from the new citizens has indicated a high level of satisfaction and enjoyment of the ceremonies provided by Kent County Council.

- The Council is involved in a unique international partnership to celebrate the historical links that Kent shares with the Commonwealth of Virginia, in the run-up to the 400th anniversary of the founding of Jamestown in 2007 and beyond. As part of this celebration, businesses and individuals in Kent have been invited to join the Commonwealth of Virginia at the Smithsonian Folklife Festival. The festival is a major 10-day event that takes place every year in Washington DC. It spans America's 4 July celebrations and is the US capital's largest annual cultural event, attracting more than a million visitors. Kentish culture, crafts and commerce will be on display.
- Working in partnership with the Scrine Foundation, Dover Asylum Team and Kent Refugee Action at Canterbury, the Council provides opportunities for young refugees and asylum seekers to learn new skills around basic English, essential living and understanding 'British' culture. 60 young people are on the register and 35 attend regularly workshops take place 5 mornings a week 51 weeks of the year.
- Parkside Primary School, in Canterbury, has compiled a large index of resources for teachers wishing to incorporate aspects of Traveller culture into the Literacy Hour. Texts are grouped by genre, using categories from the Literacy Framework.

The challenges

Local issues and trends change all the time, and are influenced by a whole range of factors. Although many of these changes are outside the Council's control, they are likely to have a direct impact on life in Kent. These include:

- The ethnic minority population of Britain is forecast to grow from nine per cent to about 11 per cent by the end of the next decade. Within particular ethnic groups, the highest increases will be among Black Africans, Pakistanis and Bangladeshis.
- The numbers of people in ethnic minority communities who are aged over 60 are predicted to increase enormously over the next 10 years, from around 175,000 people today to nearly 1.8 million in 2016. Older people from ethnic minorities face particular inequalities. For example, they tend to have health and social care needs at a younger age than average, and have poor knowledge and understanding of available services.
- The numbers of migrant workers from the Accession countries coming to Kent is likely to increase over coming years. Migration is likely to be increasingly polarised between highly-skilled migrants and those with low skills, and also between short-term migrants and those who come to stay.
- Pakistani and Bangladeshi women, with the same qualifications as White women, are 30 per cent more likely to be out of work. Despite high levels of economic activity, Black Caribbean women face high levels of unemployment, and obstacles to progression - particularly at senior manager level.
- Some BME groups are far less likely to use pre-school education for their children. 77 per cent of the three and four year olds among ethnic minority children use early years provision, compared to nearly 87 per cent of White three and four year olds.

- Although Mixed White and Asian heritage and Indian pupils are doing better on average than White British pupils, pupils from some minority ethnic groups are doing less well. For instance, middle class White British boys continue to outperform working class girls of Bangladeshi, Pakistani and mixed white heritage in a number of subjects. In addition, a large attainment gap exists between Gypsy/Roma and Travellers of Irish Heritage pupils and pupils from all other ethnic groups. In 2006, less than a quarter of Gypsy children achieved five GCSEs at A* to C grades in 2003, compared to a national average of just over half.²⁸
- Gypsies and Irish Travellers have the poorest life chances of any ethnic group, and significantly poorer health and more self-reported symptoms of ill-health than other UK-resident, BME groups or economically disadvantaged white UK residents. The life expectancy of a Traveller or Gypsy is 10 years less than the average citizen. Gypsy and Irish Traveller mothers are 20 times more likely than mothers in the rest of the population to have experienced the death of a child.²⁹

Our top race priorities for the next three years

To promote race equality, tackle discrimination and encourage good relations between groups, activity will be targeted in a range of priority areas:

Priority areas for action

- Through equality impact assessments and ongoing engagement activity, identify specific objectives and targets across all services, to tackle barriers to access and address need amongst Black and Minority Ethnic communities.
- Explore opportunities for working jointly with Kent Police and specialist agencies to build confidence amongst victims of hate crime and signpost to appropriate support.

Priority areas for action ... continued

- Review ethnic composition of the Kent Residents Panel, taking positive action measures to encourage recruitment from Kent Black and Minority Ethnic communities to ensure panel composition reflects the Kent population as a whole.
- Through consultation, identify information needs within Black and Minority Ethnic Communities, and how sign-posting to key services (particularly health and social related services) can be improved.
- Work with partners to enhance the quality of the statistics collected across Kent, particularly in relation to satisfaction and service usage patterns.
- Continue to seek new and effective mechanisms to increase the percentage of:

12. Using equality impact assessments to improve services for everyone in Kent

What are equality impact assessments?

Equality impact assessments are a way of rigorously checking all council policies and services, to ensure that they are easily accessible. They provide a clear system of quality assurance, and help us to focus on meeting the needs of service users in relation to age, disability, gender, faith, race and sexual orientation.

We have developed our own, evidenced-based system of equality impact assessments, which has been approved by Diversity in Action in Local Government (DIALOG). We aim to have finished assessing all our policies and practices by December 2007. See Appendix C for a list of County Council services.

Equality impact assessments make good business sense

Equality impact assessments make good business sense for everyone in Kent. They help us to understand the needs of all our service users, which enables us to target resources more efficiently. Understanding the needs of service users is an important part of service delivery, because providing services which are inappropriately designed is inefficient. By targeting resources where they will be most effective we can maximise our impact and deliver more competitive, value for money services which benefit everyone.

What happens during an equality impact assessment?

There are two stages to equality impact assessments in Kent:

- **Stage 1** is a **screening and prioritisation** exercise using a 'screening tool'. The screening tool asks a range of questions to help assess the practical impact of our policies and services, and find out whether everyone has similar access to them. We will be asking service users to 'reality check' our initial findings, to help make sure that we are being thorough and robust.
- **Stage 2** involves **full consultation and engagement** with diverse groups on barriers to services, key issues and priority and objective setting.

Publishing the results of equality impact assessments

The findings of equality impact assessments will be reported on our website www.kent.gov.uk/diversity.

If you have any questions about Equality Impact Assessments, or would like to get involved in 'reality checking' our findings, please contact:

Email: diversityinfo@kent.gov.uk
Telephone: 01622 221163
Textphone: 08458 247905

13. Performance and review

Monitoring performance on the Equality Strategy

The Equality Strategy and progress on the action plan will be reviewed on an annual basis, by the Council's Strategic Equalities Group. In addition, residents and employee forums will play an important role over the course of the year, in assessing our progress and making suggestions for improvements.

For further information about our performance, or if you would like to get involved in helping us assess our progress on the Equality Strategy, please contact:

Email: diversityinfo@kent.gov.uk

Telephone: 01622 221163

Textphone: 08458 247905

Publicising the Strategy

The Strategy will be available online, in all libraries in the county and on request from Corporate Diversity Team.

The Strategy will be available in alternative formats including CD and audiotape, Braille, large print and easy read. It will be available on request in alternative languages.

Over the next six months we will use a range of tools to raise awareness about the Strategy and our work more generally to promote equality and tackle discrimination. We are committed to ongoing developmental work on the Strategy with those who live and work for Kent, particularly around our supporting objectives and actions.

Members of the Strategic Equalities Group, the Equalities Lead Officer Group and our Equality Champions have responsibility for raising awareness about the Strategy with employees, service users and partners.

Appendices

Consultation summary

Disability

Our arrangements for involving disabled people on the identification of issues and priorities in relation to the development of the Disability Equality Scheme (which now constitutes the Disability Equality section of this Strategy) are summarised below:

- Staff were engaged and consulted in developing actions and priorities for the employment elements of the Scheme (during April and May 2006) through a questionnaire using the Council's internal website (KNet) and council-wide emails, promoted through our disability champion network including our staff group Level Playing Field.
- Working with the Tizard Centre at the University of Kent, a postal survey was sent to approximately 1,000 disabled people (service users). Focus groups comprising 99 people were also held at three Active Lives events in Maidstone. In total 402 disabled people took part. The questionnaires were analysed by Tizard using SPSS (Statistical Package for Social Sciences).
- Findings from the questionnaire and the focus groups have been used to develop the Action Plan attached to this Scheme.
- Directorates identified key priorities from their business plans, to be included in the Scheme.
- We co-lead a Disability Equality Scheme Partnership Working Group with Kent Police. This group is open to all public authorities within Kent, additional partners are:
 - Medway Council
 - Kent Fire and Rescue service
 - Kent Strategic Health Authorities
 - Most of the borough councils within the county

The group meets four times a year to share good practice and help each other to develop their schemes.

The Council is committed to ensuring continued involvement with disabled people on priorities and actions in relation to disability, through an active working group of volunteers. The working group will help ensure the Disability Action Plan is explicit and robust, and prioritised appropriately. Areas to be strengthened will also be identified and recorded, and this will inform all future development of this and future schemes.

Disabled people will be involved on future updates of the Scheme at all key stages, to include identification of the issues and priorities, and the action plan.

Age, gender and race

- Over 100 residents, employees and community and voluntary groups were involved in the development of the Race Equality Strategy 2005/2008 (which now constitutes the Race Equality section of this Strategy)
- BVPI residents' satisfaction survey, postal survey of 1396 male and female respondents undertaken in September 2006, analysed and weighted in relation to age, gender and ethnicity.
- Employee questionnaire (made available on KNet) and staff groups (March 23 to April 23 2007)
- A focus group and two half day mini-depth interview sessions undertaken in March and April 2007, covering the cross-cutting issues of age, gender and race, involving 76 men and women in total.
- Key local voluntary and community groups in the county have been contacted updating them on the new Strategy.

Over the next six months we are committed to ongoing developmental work on the Strategy with those who live and work for Kent, to explore issues highlighted through consultation in greater detail, identify appropriate responses and take forward key actions.

Summary of equalities legislation

The Kent County Council Equality Strategy complies with the following Equal Opportunities Legislation, Codes of Practice and recommendations:

- The Sex Discrimination Act 1975 and 1986
- Sex Discrimination (Gender Reassignment) Regulations 1999
- The Protection from Harassment Act 1997
- Employment Equality (Sexual Orientation) Regulations 2003
- Gender Equality Duty
- The Equal Pay Act 1970 as amended by the Equal Pay (Amendment) Regulations 1983
- Codes of Practice, including on Equal Pay
- The Race Relations Act 1976
- The Race Relations (Amendment) Act 2000
- Employment Equality (Religion or Belief) Regulations 2003
- Five Year Plan for Asylum and Immigration
- Incitement to Religious Hatred (1986 Public Order Act)
- The Macpherson Recommendations, Stephen Lawrence Inquiry
- The Disability Discrimination Act 1995
- The Disability Rights Commission (DRC) Act 1999
- Disability Equality Duty
- Special Educational Needs and Disability Act 2001
- Equal Opportunities Commission and Commission for Racial Equality Codes of Practices
- The Human Rights Act 1998.
- The Work and Families Act 2006

Appendix C

List of Kent County Council Services

<p>Adaptations and equipment for disabled people</p> <p>Additional (including special) educational needs</p> <p>Adoption</p> <p>Adult education</p> <p>Adult protection</p> <p>Air quality</p> <p>Alcohol and drugs misuse</p> <p>Animal feedstuffs</p> <p>Animal health and welfare (farm animals)</p> <p>Archaeology</p> <p>Archives and local studies</p> <p>Arts/cultural development</p> <p>Asylum seekers</p> <p>Awards (school, college and university students)</p> <p>Biodiversity</p> <p>Blue parking badges</p> <p>Bridges</p> <p>Business advice</p> <p>Career Services</p> <p>Care services for adults and support for their carers</p> <p>Child employment permits</p> <p>Children's Centres</p> <p>Child protection</p> <p>Children's Information Service (CIS)</p> <p>Children in entertainment licences</p> <p>Children with special needs</p> <p>Community care for vulnerable people</p> <p>Community Safety</p> <p>Conference and training facilities</p> <p>Connexions service for young people</p> <p>Consumer advice/protection</p> <p>Contact Centre</p> <p>Coroners</p> <p>Country parks and picnic sites</p> <p>Countryside and nature conservation</p> <p>Cultural Development</p> <p>Cycling strategy and cycleways/cycle routes</p> <p>Cycling proficiency courses</p> <p>Day care and day opportunities</p> <p>Deaf services</p> <p>Design Guide for Development</p> <p>Disability sport</p>	<p>Drugs education</p> <p>Drug and Alcohol Action Team</p> <p>Duke of Edinburgh's Award</p> <p>Early Years</p> <p>Economic development</p> <p>Education</p> <p>Education welfare</p> <p>Emergency planning</p> <p>Environment Awards for Kent Business</p> <p>Environmental health</p> <p>Environmental policy/management</p> <p>Environment Task Force (New Deal)</p> <p>European affairs/funding</p> <p>Family support</p> <p>Farmers markets</p> <p>Food labelling</p> <p>Food safety training</p> <p>Footway maintenance</p> <p>Foster care</p> <p>Gypsies and Travellers services</p> <p>HandyVan Scheme</p> <p>Heritage and museums</p> <p>Highway design for the mobility impaired</p> <p>HIV and AIDS advice and counselling</p> <p>Historic built environment advice</p> <p>Homecare services for elderly and disabled</p> <p>Household waste recycling centres</p> <p>Independent living</p> <p>Inward Investment</p> <p>Kent Children's University</p> <p>Kent Business Awards</p> <p>Kent Music</p> <p>Kent Residents' Panel</p> <p>Kent Schools Advisory Service</p> <p>Kent Scientific Services</p> <p>Kentish Fare</p> <p>Learning support service</p> <p>Link family scheme</p> <p>Libraries, including mobile libraries</p> <p>Meals on wheels</p> <p>Mental health services</p> <p>Minorities Communities Achievement Service</p> <p>Museums</p>
--	--

List of Kent County Council Services – continued.

<ul style="list-style-type: none"> Nature conservation Nursery education Partnerships with Parents Service Pavement maintenance Pedestrian crossings Physical and learning disabilities Physical and sensory services for children (education) Planning applications Population statistics Pothole repairs Pre-school additional educational needs and portage services Princes Trust volunteers Proof of age cards Protection of vulnerable adults Psychology service (children) Public rights of way Recycling of waste Regeneration Registration of births, deaths and marriages Residential care Respite care Road maintenance, including winter gritting/snow clearing Road safety Roadworks information Community Wardens and Rural Wardens Rural Regeneration and Revival grants 	<ul style="list-style-type: none"> Rural review programme Safer Kent scheme Safe Kent schools initiative School admission appeals School buildings School governors Schools: primary and secondary and special School provision planning School transport and school crossing patrols Social Services Special Educational Needs (SEN) Sports development Street lighting Substance misuse Supported employment for vulnerable adults Sustainable business partnership Tourism development and research Tourism promotion Trading standards Traffic signals Transport planning Volunteering Waste disposal Walks and countryside publications Weddings Weights and measures and weighbridges Youth and Community Youth offender support Youth Services
---	--

The list of Kent County Council services changes from time to time. An updated list of Kent County Council services, which also provides guidance on where further information can be obtained, is to be found on our website (www.kent.gov.uk).

By: Carol Parsons - Director, Standards and Achievement

To: Children Families and Education Policy Overview Committee
- 5 July 2007

Subject: DEPARTMENT FOR EDUCATION AND SKILLS 14-19
GATEWAY PROCESS

Classification: Unrestricted

Summary: The national 14-19 programme, which will culminate in an entitlement for all students from 2013, began to be implemented in summer 2006 with the announcement of an opportunity for partnerships to apply to pilot the first five diploma lines in early December. All ten Kent local 14-19 forums made applications for between two and four diploma lines, a total of thirty five. The Department for Education and Skills (DfES) promised a rigorous assessment and thus eighteen Kent applications were given the opportunity to pilot in either 2008 or 2009 providing conditions are met. The forums piloting from 2008 have received additional funding and are expected to participate in a wealth of training during 2007-2008.

Education and Skills 14-19 - the national programme

1. (1) The Department for Education and Skills publication “Education and Skills 14-19” (2005) and the subsequent implementation plan outlined the timetable to pilot the fourteen diploma lines that will become an entitlement for all 14-19 year olds from 2013. No one school, college or work based learning provider will be able to provide all fourteen diploma lines, delivery to meet the needs and aspirations of all students within an area is expected to be the result of collaboration. The pilot programme, scheduled from 2008 to 2010, requires partnerships of providers to demonstrate that they meet the Gateway criteria for each diploma line they wish to trial.

Pilot timetable

First year of pilot	Diploma line
2008	Construction and Built Environment Engineering Creativity and Media Society Health and Development Information Technology
2009	Land-based and Environmental Studies Manufacturing Hair and Beauty Business Administration and Finance Hospital and Catering
2010	Public Services

	Sport and Leisure Retail Travel and Tourism
--	---

(2) Each diploma line will be offered at three levels (Level 1 equivalent to 4-5 GCSEs at grades D to G, Level 2 equivalent to 5-6 GCSEs at grades A*-C and level 3 equivalent to 3A levels). The Diploma Development Partnerships have ensured that each line includes 'generic learning' (functional skills and personal, employability, learning and thinking skills) principal learning (sector related and underpinning skills and knowledge) and additional/specialist learning.

(3) All 2008 pilots are expected to trial functional skills from September 2007 prior to a full national pilot in 2008.

(4) The DfES have commissioned a number of national bodies to provide training for those partnerships piloting from 2008. Some of the training is being provided at very short notice and challenges the capacity of schools.

Kent 14-19 context

2. (1) The development of a 14-19 curriculum, to meet the needs and aspirations of Kent students, has been a priority since the establishment of the 14+ Strategic Forum (membership includes: providers, strategic partners and higher education), the 14-16 vocational programme in 2004 and the launch of the 14-19 Learner Strategy in November 2004. A 14-19 Action Planning Group (membership is drawn from the strategic partners in accountable to the partners and the 14+ Strategic Forum) was established in January 2005 to draw up an action plan to enable the 14-19 Learning Strategy to be implemented and monitored. Following the Strategic Area Review, led by the Learning and Skills Council Kent and Medway, ten local 14-19 Planning Forums were proposed and agreed with Kent County Council and established in summer 2005. Each forum included all secondary and special schools within the area, representatives from, at least one FE college, a work based learning provider, Aim Higher, Kent Works and the three strategy partners. Some forums are divided into smaller groupings (delivery consortia) for operational purposes. From September 2006 each forum received a co-ordination grant according to the number of providers. Currently seven forums and one consortia have co-ordinators and the remainder intend to appoint.

(2) Both the 14-19 Action Plan Group and the local 14-19 Forums incorporated the national programme of development following the publication of "14-19 Education and Skills" (DfES 2005). All ten forums submitted expressions of interest during summer 2006.

(3) Training for the delivery of functional skills 14-16 will be provided by Advisory Service Kent national strategy consultants. Three forums have made arrangements to trial the leadership training programmes developed by the National College of School Leadership and the Centre for Excellence in leadership.

Response to the invitation to pilot the first five diploma lines

3. (1) Nine planning forums and two delivery consortia submitted proposals and self-assessments for 35 learning lines in December 2006. The applications per forum varied from two to four but across the county all five diploma lines were applied for. The emphasis of the self-assessment and outline proposal was on readiness to deliver by 2008. Forums were required to provide a summary proposal for each diploma line and to self assess collaborative arrangements, facilities, workforce, information advice and guidance and employer engagement. For each aspect they also needed to explain what they would need to put in place by 2008. Forums were expected to relate their proposals and self-assessment to the detailed requirements of the diplomas.

(2) During the assessment process the DfES success categories increased from three to four: 2008 with no conditions, 2008 with conditions; 2009 with conditions and reapply.

Outcomes of the 2006 Gateway application round

4. (1) Nine forums and two consortia submitted thirty five applications in early December 2006, each forum's set of application was accompanied by a support statement written by Kent County Council, the Learning and Skills Council and Connexions.

(2) Eighteen diploma line submissions were successful, four were placed in category two (2008 with conditions), fourteen in category three (2009 with conditions) and the remaining seventeen were unsuccessful.

(3) Eight out of the ten forums have been successful in gaining the opportunity to pilot one line or more in either 2008 or 2009.

(4) Two forums, Dartford (Hextable, Swanley and Wilmington schools consortia) and Dover, Deal and Sandwich will have the opportunity to pilot all the lines they applied for by 2009. Dartford's success in four lines was the greatest number of any of the forums.

(5) Only two of the ten forums have not been successful in this round, they are: Shepway and Sittingbourne and Sheppey. One 14-19 delivery consortia was also unsuccessful - Dartford - Town Consortia.

(6) Eight forums will be piloting the creative and media line but only two forums will pilot each of the following; engineering and information technology.

(7) There were one hundred and seventy diploma line applications across the South East Region; 12.9% (22) achieved category 1, with 11.7% (20) in category 2 and 35.2% (60) in category 3. Sixty eight (40%) partnerships were not successful, including at least one pathfinder partnership that had been used as a showcase by the DfES.

(8) Kent made the largest number of regional applications overall at 35, the next authority was Hampshire with 26. Hampshire has been less successful than Kent with a 30.7% success rate compared with Kent's 51.4%. Nationally 145 partnerships made applications, Kent's ten forums contributed 5.5% of the national total.

(9) Estimated Kent student numbers to benefit from 2008 are 1045 in construction and society, health and development, rising to 3559 students in 2009 when

a further four Forums come on stream with both diploma lines and the addition of creative and media, engineering and IT.

(10) Forums implementing in 2008 will receive an additional £30k for preparation whilst other categories receive £18K to assist them in meeting conditions for 2009 start up or re-application.

(11) Feedback forms identified collaboration and facilities as strengths. Weak areas were employer engagement and information advice and guidance, both areas were weak across England. In a number of cases applicants need to be more specific and precise in their responses. The feedback forms provided explained the criteria more fully and will enable better applications in subsequent rounds.

Next Steps

5. (1) Three forums have requested a review of one application each by Government Office South East. The requests have been endorsed by Kent County Council and the Learning and Skills Council and were submitted by 1st June.

(2) The priority for the four forums with conditions for 2008 is for them to address their issues with the support of the Learning and Skills Council and Advisory Service Kent by July 2nd. Forums with diploma lines agreed for 2009 with conditions need to demonstrate that these have been met by January 2008.

(3) The two forums and one consortia that have not been successful need to note the feedback and begin to think about securing a stronger position for reapplication in the autumn or/and application for the new lines of learning that will be on offer.

(4) All forums need to establish a 2013 vision, re-plan the journey to achieve their objectives and ensure agreements are in place to manage programme delivery.

(5) Both the Learning and Skills Council and Kent County have a responsibility to ensure experiences of the forums engaged from 2008 are disseminated and that all Kent forums and individual providers have access to quality training so that no partnership is left behind.

Successful Kent 14-19 Forums

6.

14-19 Forums	Diplomas	Estimated student numbers by 2009
Ashford	Creative and Media	170
Canterbury City and Coastal	Creative and Media	300
Dartford - Wilmington Schools	Construction Creative and Media Engineering IT	425
Dover Deal and Sandwich	Society Health and Development Construction	420
Gravesham	Construction Creative and Media Society Health and Development	465
Maidstone and Malling	Creative and Media	50
Thanet	Creative and Media Society Health and Development IT	650
West Kent	Construction Creative and Media Society Health and Development	730

Recommendations

7. Members of the Children Families and Education Policy Overview Committee are asked to note the content of this report.

Don Garman
Head of Service Performance, Advisory Service, Kent
Tel: (01622) 221760
E-mail: don.garman@kent.gov.uk

Background Documents:

None

This page is intentionally left blank

By: Marilyn Hodges, Director Strategy, Policy and Performance

To: Children Families and Education Policy Overview Committee
- 5 July 2007

Subject: REPORT TO POLICY OVERVIEW COMMITTEE REGARDING
CONSULTATION

Classification: Unrestricted

File Ref:

Summary: The purpose of this report is to inform the Members of the CFE Policy Overview Committee of the consultation undertaken by the Children Families and Education Directorate in 2006/07. It also provides information on consultations planned for 2007/08.

Background and Context

1. (1) A key theme of the Strong and Prosperous Communities White Paper is the need to reshape public services around the citizens and communities who use them – consulting, involving and encouraging them to have a say about the sort of services they want.

(2) Kent County Council has a strong record of public consultation but further development is now required to encompass citizen engagement – identifying new opportunities for people to be involved in and able to influence the services provided.

(3) A central component of the Every Child Matters agenda is an expectation that children's services will develop a culture of participation where it is the norm for children, young people, cares and parents to be involved in decisions that affect them.

(4) Two further drivers for increased participation and consultation include the Children and Young People's Plan and the KCC Towards 2010 targets. Consultation with stakeholders on the Plan indicated they want more engagement and participation by children and young people. A key action within the Plan is to "Seek and act on the views of children and young people and their families to identify needs and inform service planning". The other driver is Towards 2010, target 14 states that we will: "Listen to young people's views and opinions and develop their ideas to improve education and life in Kent".

(5) There are a variety of ways in which children and young people can become involved and give their views across the full range of services including education, social care and health. Examples include the Kent Youth County Council, School Councils and Student Voice, through the Youth Service (which has adopted a "Hear by Right" approach) and meetings with Looked After Children. Kent and Medway Connexions, Surestart and the Kent Children's Fund are also proactive in developing participation.

The Kent Children's Trust has agreed a Participation Framework setting out key principles and standards for participation.

(6) The aim is for participation to be an integral part of commissioning, planning, service provision and performance monitoring. It should be seen as the norm for children and young people to be asked their views and for them to be involved in decisions which affect their lives. The recent consultation on Child and Adolescent Mental Health Services for Kent and Medway is an example of how a broad range of stakeholders had an opportunity to comment on the strategy.

(7) One aspect of participation is consultation and the purpose of this report is to focus on the consultation with the public commissioned or undertaken by the CFE Directorate. The report does not cover the on going participation whereby children and young people are involved individually or collectively in decisions affecting them. Also, the formal consultations related to closures or changes of use of schools or establishments are not included in this report. However, Members should be aware that the Directorate does go beyond the statutory requirements when there is a consultation on future plans for a school or service

(8) A key component of the Directorate's approach to consultation is an extensive survey of the views of children and young people.

The Children and Young People Survey

2. (1) In 2006/ 2007 the Directorate commissioned National Foundation for Educational Research (NFER) to conduct a survey of the views of children and young people. Over 40,000 children and young people took part which must make it one of the largest surveys of children and young people commissioned by a local authority.

(2) The survey had two elements, a questionnaire for 7 to 11 year olds and a separate survey for 11 to 19 year olds. 31,527 children completed the primary survey and the secondary survey was completed by 10,344 young people.

(3) The survey provides a wealth of information on the 5 outcomes of Every Child Matters: Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Economic Well Being. This information will help to inform the planning and development of services and provide valuable feedback against the priorities of the Children and Young People's plan. It also reflects KCC's commitment to listen to the views and opinions of young people as set out in the Towards 2010 targets.

(4) A further benefit of the survey being so extensive is that the information can be used by Kent Children's Trust, by Cluster Boards, Local Trust arrangements and schools. The data can also be analysed by various groupings such as age, gender and children with additional needs.

(5) An Executive Summary Report of the findings provided by NFER is attached in Appendix 1.

(6) Also attached in Appendix 2 is a list of the public consultation that took place in 2006/07.

Plans for the Future

3. (1) Appendix 3 provides information about consultation that is underway or proposed for 2007/08.

(2) A key consultation will be a Parent's Survey. Local Authorities are required to develop a strategic and joined up approach to the design and delivery of parenting support services, ideally through a Parent Support Strategy. It is planned that consultation should take place with parents in Kent during the summer 2007 to inform the development of the strategy.

(3) In addition, in 2007/08, it is intended to: further develop the Participation Framework, to identify any gaps in consultation, and to ensure the views of "hard to reach" groups are obtained. The aim is to continue to make participation and consultation an integral part of Directorate activity.

Conclusion

4. (1) Consultation with the public has helped to:

- Develop strategies – as in the case of the consultation on the Young Carers Strategy.
- Inform the development of services, for example the development of a Resource Centre for disabled children in East Kent.
- Provide feedback on services provided.
- Identify needs and preferences – for example surveys relating to the Early Years Service.
- Obtain feedback from potentially "hard to reach" or "vulnerable groups" such as disabled children and Looked After Children.

(2) When commissioning consultation consideration is given to what the purpose of the consultation is and how the outcomes might be used.

(3) The Children Families and Education Directorate continues to develop a proactive approach to participation and consultation. This is in line with both the Modernising Government agenda and Every Child Matters agenda. It is also a priority for the Children and Young People's plan and a 2010 target.

(4) In 2006/07 there has been broad range of public consultation activity including the extensive children and young people survey. Further consultation is planned for 2007/08.

(5) Participation and consultation is increasingly seen as an integral part of planning, commissioning and performance review activity.

Recommendations

5. The CFE Policy Overview Committee is asked to note the contents of this report.

Contact: Anthony Mort
Title: Policy Manager – Customer Care
Tel: 01622 696363
e-mail: anthony.mort@kent.gov.uk

Background Documents:

None

Children and Young People of Kent: Survey 2006/7**Executive summary (Produced by NFER).**

The National Foundation for Educational Research (NFER) was commissioned by Kent County Council (KCC) to conduct an independent survey of children and young people in Kent. The council and its 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 purpose of the research was to provide information to support self-evaluation and planning for improvement at county, cluster and school level.

The study involved two specifically-designed questionnaire surveys: one for primary pupils (aged 7-11) and one for secondary and college students, including those participating in work-based learning (aged 11-19). Pupils in special schools and pupil referral units were also included in both surveys.

In total, 31,527 children aged seven to 11 from 382 schools took part in the paper-based primary school survey. It was administered in schools, at a class level, by teachers. A total of 11,305 children and young people aged 11-19 from 98 secondary schools and other educational provision completed the secondary online survey.

The 42,832 children and young people who took part in the survey were generally representative of all children and young people aged 7-19 in Kent according to the following characteristics: gender, looked after children, free school meals, special educational needs, speakers of a first language other than English, and year group. The key findings are presented below under the five ECM outcomes.

Being healthy

Children and young people showed a good awareness of how to be healthy in relation to healthy eating and in relation to the dangers of smoking and drinking alcohol. Their self-reported behaviour, however, suggested that they were not always leading such healthy lifestyles.

- About two-thirds of 7-11s and half the 11-19s reported eating five or more portions of fruit or vegetables on most days. Furthermore, a third of 11-19s reported eating take-away food at least once or twice a week.
- About a quarter of post-16s reported getting drunk at least once or twice a week.
- On the other hand, about three-quarters of 7-11s reported playing sports and half of 11-19s reported exercising for an hour or more on most days.
- Overall, about two-thirds of 11-19s perceived themselves as healthy.

In terms of mental and emotional health, about three-quarters of 7-11s said they usually felt happy and a similar proportion of 11-19s said they enjoyed their life. There were, however, about a quarter of 11-19s who reported feeling sad or depressed at least once or twice a week.

Staying safe

Most children and young people thought that they knew how to stay safe and most reported feeling safe travelling to school or college, in the area they lived, and whilst at school or college. There were, however, a range of factors that concerned children and young people.

- About two-fifths of 7-11s reported that broken glass on the ground and people hanging around made them feel unsafe. The 11-19s reported being concerned about people carrying knives, people on drugs, groups of people hanging around and dark or unlit places.

Bullying was an issue for children and young people from both age groups. A related concern was that there was a small proportion of children and young people who reported that they would not talk to anyone if there was an issue that they could not deal with on their own.

- About half the 7-11s reported that they had been pushed or hit by other children, called names or talked about, or stopped from joining in. About a third of the 7-11s 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 11-16s reported that they had been bullied in the last year, although, more reassuringly, this proportion halved in the post-16 age group.

In relation to internet safety, while a quarter of 11-19s reported wanting more information about this, over a quarter of 11-16s and over a third of post-16s reported regularly sharing information about themselves on the internet.

Enjoying and achieving

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

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

- Children (aged 7-11) particularly enjoyed seeing friends, going on trips to visit places, using computers, making things, using the internet, and finding out new things.
- Young people (aged 11-16) also enjoyed seeing their friends and doing sports, drama and music productions.
- The most popular aspects of school or college for post-16s were seeing friends and their lessons.

When asked what helped them to learn, a range of responses were received. However, reading was rated least often (by fewer than half of 11-19s) as something which helped them to learn. Disruptive pupils and not getting feedback on their work was rated by over half of 11-16s and a quarter of post-16s, as a barrier to learning.

Children and young people were asked how well they thought they were doing at school. Most thought that they were doing quite well.

- Two-thirds of 7-11s thought that they were doing well at school but a quarter was not sure.
- Of the 11-16s, three-fifths thought that they were doing 'quite well' and a fifth said 'very well'.
- Over two-thirds of post-16s thought that they were doing 'quite well', compared to a small proportion who said they were doing 'very well'.

Children and young people participated in a range of activities after school and at the weekends. In the main, they spent time at home and with their family and friends.

- Almost all 7-11s said that at least 'sometimes' they spent their time after school doing homework, doing activities with their family, playing with friends and watching television. They most enjoyed playing with friends, playing computer games and playing football. Attending after-school clubs was the least common activity 7-11s engaged in from the list provided.
- Similarly, 11-19s spent their time after school and their weekends at home, 'hanging out' or at a friend's house. During the week they most often spent their time on the internet, watching television and with their family. At weekends, 11-16s spent time with their friends, shopping, on the internet and watching television. About half of post-16s also undertook paid work at the weekends.

Young people were asked whether there were activities that they currently do not undertake but would like to do. About two-fifths of 11-16s and a third of post-16s said they would like to participate in other activities, most saying they would do more sport-related activities. Unfortunately, there were a number of barriers which prevented young people from participating in the activities they would like to do.

- 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.
- More positively, about a third of 11-16s and a quarter of post-16s said 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 the 7-11s felt that they could have a say on what happens at school and in the area they live. About three-quarters of 11-19s 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 the 11-19s reported that they would not be interested in voting in a school or college election 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 asked about the contributions they already made to the area they lived and there were mixed responses.

- About three-quarters of 7-11s said they always put litter in the bin and about two-thirds said they helped with recycling. Similarly, about three-fifths of 11-19s reported that they recycled.
- Only about a quarter of 11-19s reported that they had helped a neighbour or helped someone who was being bullied.
- Overall, about four-fifths of 7-11s, 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

Most 7-11s had good financial awareness, understanding that it was good to save money. Only a very small proportion did not think it was good to save money.

The findings 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 job 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 achieving their future aspirations, with about two-fifths of 11-16s and a third of post-16s indicating that nothing was likely to stop them from doing what they wanted to do. However, for others, there appeared to be a range of barriers.

- A quarter of 11-16s and about a third of post-16s said a lack of money and not having the right qualifications were likely to prevent them from doing what they wanted to do.

Children and young people aged 11-19 were asked whether they felt positive about their future. Around two-thirds indicated that they did feel positive, but a very small proportion reported that they did not feel positive about their future.

- About two-thirds of 11-19s thought that they would be able to get the sort of job they wanted, said they knew what sort of job they wanted and thought that they had talent which would help them get it.

Although many young people (about two-thirds) thought that their school/college was giving them useful skills and knowledge for the future, fewer were positive about the careers advice they received.

Living in Kent

Children and young people were asked for their views on the area they lived. Over three-quarters of 7-11s said they liked their area. The 11-19s were slightly less positive with about two-fifths reporting that their area was a good place to live.

Overall

Overall, the survey findings were relatively positive in relation to the five ECM outcomes. The main issues appeared to be in relation to two of the five outcomes – staying safe and making a positive contribution – where there were particular areas highlighted that required further attention.

Consultation with the public - CFE Directorate.

Consultation 2006/07.

Consultation	Who with	Purpose	Outcome.
Pupil Survey	40,000 children and young people in Kent	To obtain the views of children and young people on key topics and 5 outcomes of ECM	Results currently being received
Early Years Provider Questionnaire	Early Years Child Care Providers.	To determine the level of provision, numbers using services etc.	Consultation completed but final analysis of data not yet available.
Parental Preferences survey re Early Years	3000 parents	To ascertain parental preferences re child care and early years education.	Informs the development of new child care places. Required for Child care sufficiency assessment.
Employer Survey re Early Years provision.	100 employers	To obtain employer preferences on a range of child care issues.	To feed into the statutory child care sufficiency assessment.
Consultation on the Anti-bullying Policy.	Children, parents, schools and other stakeholders.	To seek views and input into the Anti-Bullying policy.	Informed the development of the anti-bullying policy and provided young people's views on bullying.
Consultation on the Young Carers Strategy.	Young carers, parents, voluntary organisations.	To seek views and input into the young carers survey.	Views informed the development of the young carers strategy.
Educational Psychology Service – Satisfaction Survey	Parents of children involved with Educational Psychology Service.	To obtain feedback from parents.	Indicated that 90% of the parents sampled found the involvement to be positive.
Survey of parents/carers and children who have a statutory assessment (conducted by Partnership with Parents)	Parents/Carers and children	To seek views of children and young people about decision-making.	Informed the decision-making.

Survey of parents/carers and children with statements in respect of the secondary transitional process. (Partnership With Parents).	Parents/Carers and children.	Views are collected to inform service improvement to better support children and families and to inform schools.	Inform service improvements. - Most parents happy with preparations for transfer and how child settled. But some suggestions for improvements e.g. simpler paperwork.
Survey of parents /carers using the Partnership With Parents Service including helpline and independent Parental Supporters	Parents and Carers.	To inform further development of service and improve customer satisfaction.	Tested customer satisfaction and informed service change.
Consultation and Participation with Looked After Children – including residential weekends.	Children and Young People Looked After by KCC	To ensure we listen to the views of children and young people in care and use the feedback to inform service planning and delivery.	Documents produced took account of the views of CYP e.g. Kent's response to DfES consultation on Care Matters.
Consultation with children and young people to inform the priorities of Shepway local children's Trust pathfinder plan.	Children and Young People in Shepway.	To ascertain the views of C &YP in order to inform local Children's Trust planning.	Children's views have been taken into account in developing the local children and young people's plan.
Consultation with families regarding the development of a Resource Centre in East Kent.	Families with Disabled Children.	To obtain the views of families on the proposed new resource centre	As a result of the consultation, changes have been made to the plans for the centre.
One-day conference in Thanet for parents of adolescents in need.	Parents of adolescents in contact with children's social services.	Opportunity for parents to express their views but also to identify support arrangements.	Local consortium set up parent group. Parents found the conference useful for learning and gaining support from others.

Kent 14 to 19 Learner Entitlement.	Groups of young people across county.	To obtain feedback on draft Learner Entitlement	Changes to Learner Entitlement documents.
Raising expectations – Staying in Education and Training post- 16	Young People	To obtain feedback on the Government proposals to raise the compulsory participation in education or training post 16.	The views of young people helped to inform the KCC response to the Green Paper.
Consultation on the cross county children and adolescent mental health services strategy.	Range of stakeholders including children, young people and their families.	To inform the development of a Child and Adolescent Mental Health Strategy for Kent.	Consultation completed and informed the CAHMS strategy.

Children Families and Education Planned Consultations 07.08

Details	Start Date	End Date	Group to be consulted	Target area (Kent, Town, district, ward etc	Reason for consultation	Contact Name
Views of Looked After Children	To be set		Looked After Children	Kent	The views of Looked After Children will be sought through residential weekends. This includes obtaining their views on the planned "pledge" for LAC	Paul Brightwell
Use of the Viewpoint package	To be set		Looked After Children	Kent	The use of the Viewpoint package is to be encouraged as a mechanism to assist children and young people in developing and communicating their views	Paul Brightwell, Sarah Skinner.
Consultation based on "Hear By Right" model	To be set		Looked After Children age 16 and over.	Kent	Use of the "Hear By Right" model and appointment of Participation Officer to ensure views of 16+ Looked After Children are obtained.	Mick McCarthy

Details	Start Date	End Date	Group to be consulted	Target area (Kent, Town, district, ward etc	Reason for consultation	Contact Name
Consultation from complaints and compliments	Ongoing		Service users and carers.	Kent	It is intended to use the "informal feedback" received through complaints and compliments to inform service delivery.	Anthony Mort, Ann Kitto
Consult parents and carers about the reasons for referral to the SEN and Disability Tribunal.	March 2007	Dec. 2007	Parents and carers	Kent	Inform improvements to practice for the Local Authority and Partnership With Parents in order to try to resolve issues for parents.	Colin Feltham
Survey of children with statements in respect of the secondary transfer process	March 2007	March 2008	Children and young people with statements	Kent	Improve the process of secondary transfer for children and young people with special needs	Colin Feltham
Pilot survey of children who have had a statutory assessment.	Sept. 2007	July 2008	Children and young people who have had a statutory assessment.	Kent	Improve the process of statutory assessments from the perspective of children and young people.	Colin Feltham

Details	Start Date	End Date	Group to be consulted	Target area (Kent, Town, district, ward etc	Reason for consultation	Contact Name
Pupil voice survey for disabled children.	March 2007	March 2008	Disabled children and children with a disability.	To be confirmed	To learn from the experience of disabled children to produce information for others who are about to transfer.	Colin Feltham
User satisfaction survey for people using the Partnership with Parents service.	March 2007	Sept. 2007	Parents and carers.	Kent	To seek the perception of parents and carers – to inform service development.	Linda Baker. Partnership with parents.
User satisfaction of preventative/early intervention services provided through local joint planning and commissioning structures – local Children’s Trust partnerships	Sept 2007	March 2008	School clusters, C&YP, parents/carers,	Kent	Survey/questionnaire approaches to evaluate effectiveness of commissioned services from user view point.	Maggie Stephenson
Consultation on the way forward for the Local Authority in achieving better outcomes for gypsy, Roma and Traveller Young People	April 2007	By September 2007	Children and Young People Partner agencies Schools, FE colleges MCAS staff, other Local Authority officers	Kent	DFES “Positive Pathways” position statement	Glynis Eley

Details	Start Date	End Date	Group to be consulted	Target area (Kent, Town, district, ward etc	Reason for consultation	Contact Name
Parental Satisfaction Survey regarding school psychology service.	August 2007	August 2007	Parent sample whose children have received a service	Kent	To ascertain satisfaction levels and to review/modify practice in response.	Andrew Heather
Consultation on KCC's draft strategy for early years education and childcare	Sept 07	Dec 07	Schools and Children's Centres; early years providers; Health Services and Children's Social Services; and, equality stakeholder groups.	Kent	To ensure that all stakeholders have the opportunity to inform the development of KCC's strategy for early years education and childcare.	Lynne Miller
Anti bullying survey	Nov 07	Nov 07	All Kent schools (Year 4 upwards) & other relevant groups	Kent	Pupils invited to submit their responses to help inform future KCC policy and to highlight key issues around the bullying of children and young people.	Sarah Lewis
Instrument Music Survey	Sept 07	Oct 07	Pupils in Kent schools	Kent	To obtain views from pupils on what instrumental provision they want to shape the framework for instrumental music provision.	Lynne Miller

Details	Start Date	End Date	Group to be consulted	Target area (Kent, Town, district, ward etc	Reason for consultation	Contact Name
Secondary Strategy	Nov 07	March 08	Headteachers, Governors, Parents, Pupils	Kent	To inform the development of the Secondary Strategy Phase 3	Marilyn Hodges
Parent Support Strategy	June 07	Sept. 2007	Parents and Stakeholders	Kent	To inform the development of the Parent Support Strategy	Diane Trollope
Parents consultation project – re Early Years Services.	June 2007	March 2008	Parents	Selected wards Kent wide	To continue the work commenced between Nov 2005 and March 2006, to create a larger sample and to comply with the statutory requirements of the Childcare Act 2006	Tony Alderton
Annual Provider Survey	Oct 2007	April 2008	Providers of childcare and early education	Kent	To determine levels of provision, numbers of children using services, equal opportunities issues and to compile a recruitment and training needs analysis	Tony Alderton
Provider sustainability project	Aug 2007	March 2008	Providers of childcare and early education	Kent	To establish the mechanisms and factors that determine the sustainability of providers	Tony Alderton

Details	Start Date	End Date	Group to be consulted	Target area (Kent, Town, district, ward etc	Reason for consultation	Contact Name
Family Group Conference Feedback.	On – going	August 2008	Participants in Family Group Conferencing.	Kent	Use of feedback forms to check practice meets needs. Also to support good practice and inform the quality management cycle.	Bob Rose.
Transition of Connexions funding to the Local Authority	July 2007	Oct 2007	Young people, parents, schools, staff, Members etc	Kent	Changes to funding of Connexions	Helen Jones.
Consultation on proposals for specialist provision in mainstream schools for children with SEN	June 2007	July 2007	Children and young people, parents, health staff, Members.	Ashford, Shepway, Dartford, Gravesham, Swanley.	To seek views of stakeholders on proposals.	Nuala Ryder
Consultation on proposals for specialist provision in mainstream schools for children with SEN	Nov. 2007	Dec 2007	Children and young people, parents, health staff, Members.	Swale, Thanet, Canterbury, Dover/Deal, Maidstone, Tonbridge, Sevenoaks Cranbrook	To seek views of stakeholders on proposals.	Nuala Ryder

By: Marilyn Hodges, Director Strategy, Policy and Performance

To: Children Families and Education Policy Overview Committee
- 5 July 2007

Subject: CFE ANNUAL COMPLAINTS AND REPRESENTATION REPORT
2007

Classification: Unrestricted

File Ref:

Summary: This report provides members of Children, Families and Education POC with information about the operation of the CFE complaints procedures for 2006/07

Introduction

1. (1) The purpose of this report is to inform Members of the operation of the complaints and representation procedures for 2006/07. The annual report is a requirement of the Children Act 1989 Representations Procedure (England) Regulations 2006. Although the statutory requirement is to provide a report on complaints made to Children's Social Services; this report also includes information about complaints received in the wider Children, Families and Education Directorate.

(2) The report contains information about the number and type of complaints received. It provides examples how information from complaints is used for service recovery and to shape and inform service delivery. The report also highlights some of the key changes to the operation of complaint procedures during the past year.

Changes to the Children's Social Services Complaints Procedure

2. (1) In 2006/07, there were significant changes to the Children's Social Services complaint procedure. The reasons for the changes were twofold:

- (a) The new Complaints Regulations issued in September 2007 along with DfES guidance entitled "Getting the Best from Complaints – Social Care Complaints and Representations for Children, Young People and Others". The key changes were reported to the CFE Policy Overview Committee in November 2006.
- (b) The restructuring of KCC Directorates that took place in 2006 impacted on the complaint handling arrangements. Following the reorganisation, the former Social Services customer care teams were disaggregated between the Adult Social Services Directorate and the Children, Families and Education Directorate.

(2) A number of actions have been taken to ensure the Directorate is complying fully with the new regulations and continues to provide an accessible and responsive complaint and representation procedure:

- (a) A public complaints booklet explaining the procedures has been revised and reissued, as has the leaflet for children and young people. The information has also been made available on the Kent.gov website.
- (b) The changes to the procedure, including the tighter time scales have been brought to the attention of staff.
- (c) The “Respond” complaint database has been amended and updated to reflect the organisational and procedural changes.
- (d) Training has been provided for some staff groups and more training is planned for 2007/08.
- (e) More “Independent People” from outside KCC have been recruited to sit on the Complaint Review Panels which are the third stage of the complaints procedure. The new Regulations require that the 3 members on panels relating to children social services need to be independent of the local authority. Training was provided for the new Complaints Review Panel Members.

(3) Notwithstanding the various changes that have taken place over the past year, Children’s Social Services continue to operate a robust and effective complaint procedure within the statutory requirements. In addition to the legal requirement to have a procedure in place, the approach taken is to be receptive to complaints and compliments. Complaints are useful customer feedback; they are not used to apportion blame where the service may not have been up to the standard expected but to develop a learning and customer responsive culture. Within this approach to complaints handling, every effort is made to ensure service users and carers are aware of their right to make a complaint if they are not satisfied with the service provided.

Report on 2006/07

3. (1) In 2006/07, there were 239 complaints relating to Children’s Social Services. Of these, 189 were logged as Children Act complaints and 50 were non-statutory complaints from people who were “non-qualifying individuals” or were complaining about issues outside the scope of the legislation.

(2) There were 36 merits (or letters of compliment) and 69 enquiries (these are letters from MPs or Members to senior managers about an individual or about the service in general).

Type of Record	2004/05	2005/06	2006/07
Enquiry	98	94	69
Merit	42	46	36

Type of Record	2004/05	2005/06	2006/07
Non-statutory complaint	30	49	50
Statutory complaint	188	179	189
Total complaints	218	228	239

(3) A cautious approach is needed to the analysis of complaints as an increase or decrease in the numbers can not be assumed to reflect a change in the standard of services provided. An increase might indicate that the organisation is more receptive to complaints and may reflect how well informed people are about the complaint process.

(4) In addition, the changes to the Regulations in September extended the complaints procedure to include a wider range of services and the use of some new categories on the database impacts on the numbers.

(5) The number of complaints and merits needs to be seen in the context of the number of people accessing the services. When taking into account the number of new referrals to the service, the number of existing service users and the number of contacts with service everyday, the proportion of complaints is relatively small.

(6) The children's social services complaints procedure has three stages:

- (a) Stage One -Local Resolution
- (b) Stage Two- Investigative Stage
- (c) Stage Three – Complaints Review Panels

(7) The emphasis is on trying to resolve each complaint at the local resolution stage. In 2006/07, 184 complaints were logged at Stage One, 32 at Stage Two and no complaints went to a Complaints Review Panel.

(8) Details about the number of complaints and representations received are provided in Appendix 1, attached to this report.

(9) In 2006/07, 13 people contacted the Local Government Ombudsman about Kent Children's Social Services. Most of these related to contentious areas of services such as care proceedings and child protection. One person complained about the lack of support for a disabled child and two others had complaints relating to fostering.

(10) Of the 13 complaints, two were considered to be non mal-administration, three premature, four outside the jurisdiction of the Ombudsman, three were considered but not taken up under "Ombudsman's Discretion" and one resolved through a local settlement.

Key Themes Arising from the Complaints, Enquiries and Merits

4. (1) The often-contentious nature of social work at times inevitably gives rise to dissatisfaction. Even if a social worker does an exemplary piece of work a parent might still not be happy with the actions being taken. This is particularly relevant in services such as child protection, care proceedings, adoption, and court reports produced for custody hearings.

(2) Nevertheless there are still lessons that can be learned from complaints – whether it is from individual complainants raising specific issues or through an analysis of a number of complaints.

(3) Perhaps not surprisingly one of the main reasons for complaint relates to disagreements over decisions made as part of the on going work with a child, young person or family. Examples include where a young person is in a foster placement but has to move to different placement. Another example is when an Occupational Therapist has made a recommendation about an adaptation but the family wants an alternative solution found. A further example is when a family disagrees with a social work assessment regarding the amount of support provided.

(4) Criticisms of the behaviour or attitude of social workers also give rise to complaints. An example is a father, wanting custody of his daughter, who complained that the social worker was biased towards the mother and asked for a change of social worker. Problems with communication are another source of complaint such as where a telephone call or letter has not been responded to or a visit cancelled at the last minute without prior notice.

(5) Other reasons for complaints included a lack of sufficient support, a lack of respite care, delays and an alleged breach of confidentiality.

(6) Although the statutory aspects of the service can be contentious in nature, there are times when people are very complimentary of the social workers and the service in general. Many of the letters of compliment are received from members of the public who have found the intervention of a social worker to be very helpful – describing the social workers as “making life more bearable” or helping someone to “look at life afresh with more confidence and self belief”. Letters of praise and commendation are also received from other professionals such as from the police, GPs, District Councils and Judges.

Learning the Lessons from Complaints

5. (1) Where there are issues arising from individual complaints these are passed on to managers so that action can be taken to make service improvements. Complaint information is logged on to the complaint database so that it is possible to analyse general trends and themes and these are reported to the management team, to training managers and to policy staff.

(2) One example in 2006/07 is where a complaint investigation found that the case recording in a few files could be improved so this was brought to the attention of the District Managers. The purpose is not to apportion blame but rather to learn lessons from the complaint.

(3) Also, in a separate case, a teacher had been unclear how to make a referral where they had concerns for a child. (They did contact the service but not through the expected procedures). This has been brought to the attention of the relevant policy staff so that they can reinforce the procedures with schools.

(4) A third example is a young man with Tourette's Syndrome who complained that staff did not fully understand his disability. As a result he has met with a trainer and he is to assist with a training session for staff.

Advocacy and Independence

6. (1) Advocacy in children's services is about empowering children and young people to make sure that their rights are respected and that their views and wishes are fully considered and reflected in decision making about their lives. The purpose of advocacy in the complaint procedure is to ensure children and young people are given assistance when making or intending to make a complaint. For many children and young people the prospect of making a complaint can be extremely daunting especially if the person they want to complain about is a key person in their life. In such circumstances the role of the advocate is crucial.

(2) If a child or young person wishes to make a complaint, local authorities are required to provide him or her with information about advocacy services and offer help to obtain an advocate.

(3) Local authorities also have to involve an Independent Person in the investigation of complaints about children social services at Stage 2 of the procedure (the "Investigation" Stage). KCC has an agreement with NCH, the Children's Charity to provide advocacy and when required, an Independent Person for Stage 2 complaints.

Future Development

7. (1) Although there has been a significant amount of change in relation to the complaints procedure over the past year, it is possible there will be further change in due course. The White Paper "Our Health, Our care, Our Say: A New Direction for Community Services" (2006) states: "We will develop by 2009 a comprehensive single complaints system across health and social care".

(2) To date it is uncertain whether or not this will include complaints relating to children's social services or just adult care services. A consultation document entitled "Making Experiences Count" has just been issued by the Department of Health, it raises the question as to whether or not complaints about children's social care services should be part of a single complaints system across health and social care.

Complaints Relating to the "Education" part of Children, Families and Education

8. (1) There are not the same statutory requirements for complaints about education services, nevertheless it is still important to have a responsive and robust complaint procedure in place to resolve any dissatisfaction and to learn the lessons where services have not been to a standard that might be expected. Increasingly there are expectations on local authorities, for example through the Comprehensive Performance Assessment, for councils to not only have an accessible and user friendly complaints procedures in place but also to use information from complaints and other customer feedback to drive service improvement.

(2) The number of complaints relating to education services is still relatively small, with only 36 complaints being logged about education services in 2006/07. Complaints received about schools are passed direct to the school to be dealt with in the statutory school complaint procedure. Another factor when considering the number of complaints within the Directorate is that there are other mechanisms by which people can challenge decisions that they are not satisfied with. This includes the appeals processes for school admissions, transport and “statementing”. Consequently not all “dissatisfaction” is handled through the complaints procedure.

(3) In addition to the complaints, there were 148 letters from MPs between 1 April 2006 and 31 March 2007. The type of issues raised included: schools admissions and transport, commissioning services, school closures, the rebuilding of the Lympne School following a fire, and Early Years services.

(4) A table with information about the number of education complaints recorded is included in the Appendix.

(5) 64 people contacted the Local Government Ombudsman regarding “Education” services. Approximately half of these were from people challenging a school admissions decision; for example people unhappy at not being offered a Grammar School place for their child. There were also complaints relating to school transport or children with Special Educational Needs. Other complaints related to issues such as school closures, the amalgamation of schools or school exclusions or lack of provision.

Local Settlement	9
Non-maladministration	17
Ombudsman Discretion	22
Outside Jurisdiction	12
Premature	2
Still under consideration	2
Total	64

(6) Work is currently underway to develop use of the Respond complaint database across the Directorate. This should provide greater facility for logging, administering and analysing the complaints received.

Conclusion

9. (1) During the past year there have been changes to the operation of the children’s social services complaints procedure due to the new national regulations and guidance and to the restructuring of KCC Directorates. Actions have been taken to ensure the service continues to meet statutory requirements and provide an accessible and responsive complaint procedure.

(2) There are not the same statutory requirements in relation to complaints about “Education” services. However it is intended to extend the use of the Respond database for the logging and analysis of complaints and enquiries received. Being receptive to complaints and other customer feedback provides an opportunity to resolve dissatisfaction but also provides useful information that can be used for organisational learning.

Recommendations

10. Members of the Children Families and Education Directorate are asked to note

the contents of this report.

Officer Name: Anthony Mort
Title: Policy Manager - Customer Care
Contact telephone number: 01622 696363
E-mail address: anthony.mort@kent.gov.uk

Background Documents:

None

Children Social Services Complaints

Type of Record

	1.04.06 to 31.8.06	1.09.06 to 31.03.07	Total
Children Act complaint.	62	127	189
Non- statutory complaint.	17	33	50
Enquiry	23	46	69
Merit	15	21	36

Complaints at Each Stage of the Procedure

	1.04.06 to 31.8.06	1.09.06 to 31.03.07	Total
Stage One	61	123	184
Stage Two	15	17	32
Stage Three	0	0	0

(5 Stage Two complaints went straight to Stage Two and were not considered at StageOne)

Originator of the Complaint

Originator	1.04.06 to 31.8.06	1.09.06 to 31.03.07	Total
Advocate	3	3	6
Central Government Dept.	0	1	1
Client (child/young person)	10	15	25
Close relative/parent.	55	106	161
Foster Carer	2	8	10
Health representative	0	1	1
Legal representative	1	1	2
M.P	3	10	13
Other	0	1	1
School	0	1	1
Total	74	147	221

(There are more “originators” than complaints as each complaint might have more than one person contacting KCC about the complaint).

Contact Method

Contact method	1.04.06 to 31.8.06	1.09.06 to 31.03.07	Total
e-mail	4	14	18
Fax	0	2	2
Letter	50	81	131
Other	0	1	1
Telephone	8	28	36
Text	0	0	0
Visit	0	0	0
Website	0	0	0
Total	62	126	188

Service

Service	1.04.06 to 31.8.06	1.09.06 to 31.03.07	Total
16+	2	3	5
Unaccompanied minor service/asylum	2	2	4
Child Protection	6	29	35
Children in Need	33	61	94
Children with disability	10	13	23
Duty service	0	1	1
Family Support Centre	0	4	4
Fostering/Adoption	7	6	13
O.T and Sensory Disability	0	6	6
Other	2	2	4
Total	62	127	189

Subject of complaint

Subject	1.04.06 to 31.8.06	1.09.06 to 31.03.07	Total
Attitude of staff	0	14	14
Behaviour of staff	11	28	39
Child Protection	1	4	5
Compensation	0	1	1
Confidentiality	0	1	1
Contact with staff	0	5	5
Delay	5	5	10
Direct Payment	1	1	2
Disputed decision	32	44	76
Financial assessment	1	2	3
In house service	1	1	2
Incorrect billing	0	1	1
Kinship payments	0	1	1
Lack of information	8	3	11
Lack of respite care	0	4	4
Lack of support	0	26	26
Other/unknown	0	1	1
Personal information	2	7	9
Problems contacting social services	5	2	7
Request for service	11	2	13
Written communication	0	1	1
Total.	78	154	232

(Some people complained about more than one subject).

Ethnicity

Ethnicity of originator – (person making the complaint)	Number for 1.09.06 to 31.03.07	Percentage
African	2	1.4
Any other user group	1	0.7
Asian Other	2	1.4
Bangladeshi	0	0
Black Other	0	0
Caribbean	0	0
Chinese	0	0
Indian	0	0
Mixed Other	0	0
Not known	85	57.8%
Pakistani	0	0
White and Asian	0	0
White and Black African	0	0
White and Black Caribbean	0	0
White British	56	38.1%
White Irish	1	0.7%
White Other	0	0
Total	147	100%

Gender of originators (person making complaint).	%
Female	55%
Male	42%
Not known	3%

Disability (originators)	%
No	47%
Not known	49%
Yes	4%

Age of originator.	%
16-19	5%
20-24	3%
25-59	27%
60-64	1%
65+	1%
Not known.	59%
Under 16	5%

Timescales for dealing with complaints and enquiries

Task	Standard Required – working days	Percentage achieved within standard.
Enquiry Acknowledgement	3	82.4%
Enquiry Response	10	82.2%
Stage 1 Acknowledgement	3	87.4%
Stage 1 Response	10	79.2%
Stage 1 Response	20 (with consent of complainant or complex issue)	80.0%
Stage 2 Acknowledgement	3	100%
Stage 2 Response	25	40%
Stage 2 Response	65 (with consent of complainant or complex issue).	100%
Non- Statutory acknowledgement.	3	79.5%
Non Statutory response	10	88.9%

Number of Education complaints.

Attendance and behaviour	10
Psychology Service	2
Additional Educational Needs and Resources	5
Capital Strategy	2
Communication and information Governance	2
Student Awards	4
Admissions and Transport	5
School Organisation	6
Total	36

By: Marilyn Hodges – Director, Strategy Policy & Performance

To: Children Families and Education Policy Overview Committee
- 5 July 2007

Subject: CHILDREN, FAMILIES AND EDUCATION DIRECTORATE
RISK REGISTER

Classification: Unrestricted

File Ref:

Summary: This report presents the current Risk Register for Children Families and Education Directorate which was agreed by the Governance & Audit Committee on 7 March 2007

Introduction

1. (1) In March the Head of Risk and Audit presented all the Directorates Risk Registers to the Governance & Audit Committee. As a result of this it was agreed that each Directorate's Risk Register would be considered by the appropriate Policy Overview Committee.

(2) The purpose behind the introduction of Risk Registers was to ensure that potential major risks to the people of Kent and to KCC are clearly identified and effective management action is taken to either prevent their occurrence and/or mitigate their effects. The risks identified directly feed into the Strategic and Business Planning processes.

(3) The Children, Families and Education Risk Register was reviewed in May 2007 and is attached for information.

Format of Risk Register.

2. Over the last year all the Directorates Risk Register have been standardised. In addition, all risks have been rated using the same scoring methodology. A 5x5 matrix is used to rank the scale of risk in terms of likely occurrence and impact (see below). This gives an overall score which categorises risks as high, medium or low, enabling management action to be prioritised.

Likelihood ↑	Very likely	5					
	Likely	4					
	Possible	3					
	Unlikely	2					
	Very Unlikely	1					
RISK RATING MATRIX			1	2	3	4	5
			Minor	Moderate	Significant	Serious	Major
			Impact →				

Monitoring of Risk

3. The risk register is monitored and periodically reviewed. The Senior Management Team has a strategic role in identifying future potential risks, reviewing the risk register, and ensuring that controls are in place to manage the risks.

Recommendations

4. Members of the Children Families and Education Directorate are asked to note the contents of this report.

Officer Name: Chris Carter
Title: Head Of Planning and Performannce
Contact telephone number: 01622 694986
E-mail address: chris.carter@kent.gov.uk

Background Documents:

None

**Children, Families and Education Directorate
RISK REGISTER 2007-2008**

DATE: Update 2: May 07

*** Also in the Strategic Risk Register**

+Identified in the Statement for Internal Control

Risk No	Rank	Source	Event / Risk	Planned Outcome	Accountable manager	Existing controls	New tasks / action plans	Date
1	I = 4 L = 5 Score = 20 HIGH	Technological/ political/ citizen	Systems renewal: <ul style="list-style-type: none"> ICS and Swift. Loss of control of information. Data unavailable to support Management control and JAR Risk to child if information is unavailable or not shared between agencies 	Smooth transition and systems in place	Bill Anderson Marilyn Hodges	Major implementation programme involving front line staff / managers etc.	<ul style="list-style-type: none"> Action Plan in place Training programme for key staff CFE ICT project Board Adoption and Fostering project Board 	Dec 07
2*	I = 4 L = 4 Score =16 HIGH	Political/ citizen	Primary Attainment: Proposed strategies do not result in raising primary attainment	Ensure resources are focussed on raising attainment and proposed strategies are in place	Carol Parsons Maureen King	<ul style="list-style-type: none"> Management monitoring and reporting Primary strategy in place Targeted support to schools Cluster Collaboration School Improvement Strategy in place Kent School improvement partners in place 	<ul style="list-style-type: none"> PSA2 Target and Action Plan Towards 2010 Action Plan Primary Challenge Board established Implementation of a strategic plan Establishment of role of senior primary managers on a regional basis Bi termly tracking of progress of intensive support schools against targets set. Programme of Principal Adviser challenge visits to targeted schools causing concern and enhanced monitoring schedule Regular review of targeted support to evaluate impact in schools 	Ongoing: expect to See early indication of impact on results in September 2008
3. + New Risk	I= 4 L=4 Score =16 High	Political/ Citizen	Looked after Children: Failure in attendance and achievement at school	Improvement in attendance and achievement	Marilyn Hodges Bill Anderson Joanna Wainwright	<ul style="list-style-type: none"> Protocols for LAC reviews, stability of placements contacts with SW LAC education advisors Family group conferencing 	<ul style="list-style-type: none"> Multi- agency action plan to include strategies to improve attendance SW assistants introduced to focus on education/ literacy groups Enhance role of foster carers Specialist fostering schemes being introduced Plan to focus resources on LAC in their exam year 	Review march 08

Risk No	Rank	Source	Event / Risk	Planned Outcome	Accountable manager	Existing controls	New tasks / action plans	Date
4.	I = 4 L = 4 Score = 16 HIGH	Political/ Citizen	Early Years Standards: Proposed strategies do not result in raising standards in Early Years and also leads to failure to achieve local and national targets	Ensure resources are focussed on raising attainment and proposed strategies are in place	Carol parsons Ian Craig Joanna Wainwright	<ul style="list-style-type: none"> Developing approach to assess quality of Early Years provision and providing support to improve quality PSA2 Target and action plan with working group Regular Monitoring 	<ul style="list-style-type: none"> Refresh PSA2 action plans: Focus on Early Years and attendance Substantially re-focusing the work of the EY team to support and challenge in vulnerable settings, through mentoring and coaching, working more closely with cluster colleagues, EYATs, EY SENCOs. Developing a Setting Improvement Partner programme Improving networking between schools and promoting the use of the Kent record of transfer. Increasing the reliability of FSP moderation by developing additional local moderation arrangements in clusters - developing criterion referenced materials to support practitioners. Use the information from the ECERS audit to support setting self-evaluation and action planning. Increase and recruit an additional 52 (making 75 in total) Leading Early Years Teachers (LEYT's) 	Ongoing until 2008
5. +	I = 4 L = 4 Score = 16 HIGH	Social/ Financial	SEN transport: Changes to SEN transport, including Purchase Cards and/or direct payments could create strong parental objections and fail to achieve any savings	More choice and independence for children with SEN	Joanna Wainwright	New risk. Controls need to be identified	<ul style="list-style-type: none"> Letters to be sent to all parents Survey undertaken to gain Parents views Briefings to the Leader 	

Risk No	Rank	Source	Event / Risk	Planned Outcome	Accountable manager	Existing controls	New tasks / action plans	Date
6.	I = 4 L = 4 Score = 16 HIGH	Social/ Financial	Financial risks: <ul style="list-style-type: none"> • Demand outstripping available resources • demand- led budgets overspend resulting in inappropriate short term action to offset overspends • Position made more difficult as less flexibility under new national funding arrangements • Impact of medium term planning savings on the application of CP thresholds – risk in lowering thresholds in terms of resourcing need. • Impact on vulnerable children unable to access services. • Delivery of Medium Term Plan and particularly staff savings in the context of end of short term grants 	Financial control and children in need receive appropriate, cost effective services	Keith Abbott Bill Anderson Joanna Wainwright	<ul style="list-style-type: none"> • Complaints monitoring • Increased user involvement. • Demographic planning • Joint planning • Thanet Report • Focus on prevention • Business Planning • Finance and Activity Monitoring • Contracting and Procurement Controls • Eligibility criteria • Increase core assessments • Kent safeguarding Board 	<ul style="list-style-type: none"> • Robust financial and resource management • Management Action • Monitoring and regular SMT reporting • Practice based commissioning • CYPP- identifies key priorities 	
7 *	I = 5 L = 3 Score =15 MEDIUM	Political	Joint Area Review: External Assessment results in satisfactory or worse assessment	Favourable outcome: 3 or better	SMT	<ul style="list-style-type: none"> • Existing mechanisms resulted in successful APA outcome • Children and Young People's plan 	<ul style="list-style-type: none"> • JAR Strategy Group in place • Action Plan to be developed • Initial stocktake underway in KCC and with partners • Detailed project planning awaiting revisions to JAR methodology 	JAR due January/ February 2008
8+	I =5 L = 3 Score =15 MEDIUM	Political	CYPP & Future impacts: <ul style="list-style-type: none"> • Failure to deliver CYPP • Impact of Strong and Prosperous Communities' White Paper (October 2006) 	Delivery of the Children Young People's Plan through the Trust	Marilyn Hodges Joy Ackroyd	<ul style="list-style-type: none"> • Establishment of new Children, Families and Education Directorate • County Children's Trust • 3 Local pathfinders 	<ul style="list-style-type: none"> • Development of common data set at County and Local levels • Development of commissioning framework and local delivery plans • Review lead roles and responsibilities to ensure structure is fit for purpose 	September 2007

Risk No	Rank	Source	Event / Risk	Planned Outcome	Accountable manager	Existing controls	New tasks / action plans	Date
9*	I=5 L=3 Score=15 MEDIUM	Professional/ Technological/ Financial/ Social/ Citizen	Information sharing <ul style="list-style-type: none"> Failure to share information or lack of timely interventions between agencies results in death or abuse of a child Shortfall in funding available for implementation of ContactPoint, lead professional function and CAF 	Information sharing protocols and systems in place	Graham Badman Bill Anderson Joanna Wainwright Richard Murrells	<ul style="list-style-type: none"> Kent Safeguarding Board Robust Preventative Strategy Multi-agency and consortia working Well trained, high calibre staff with clearly defined reporting structure. Development of lead professional Multi agency Child protection policies in place Multi-agency Board for ContactPoint, lead professional function and CAF in place 	<ul style="list-style-type: none"> Integrated Children's System Common Assessment Framework Case Tracking audit and review of filing arrangements ContactPoint project manager appointed 	
10*	I=5 L=3 Score=15 MEDIUM	Social/Political	Health economy: problems in the health economy including shortfalls in funding and reorganisation could impact on children's social care, education and service integration	Continued investment and partnership working with Health	Bill Anderson/ Richard Murrells Joanna Wainwright	<ul style="list-style-type: none"> Range of preventative projects Scrutiny of Health through Members overview 	<ul style="list-style-type: none"> Appointment of Director Children's Health Inclusion of Health in new Children Trust arrangements Funding for children's Preventative services 	ongoing
11	I=5 L=3 Score=15 MEDIUM	Professional/ Legal/ Physical	Police Checks: <ul style="list-style-type: none"> Failure of a school to obtain necessary Police Checks leading to appointment of inappropriate staff. Potential for children to be unsafe and possible litigation 	Keeping Children Safe (ECM) Early effective detection and sharing of information between employers and others in contact with school staff who behave inappropriately.	Keith Abbott Karen Ray Joanna Wainwright Kel Arthur Headteachers and Governing Bodies	<ul style="list-style-type: none"> Guidance on CRB procedures issued to all schools LEA carries out CRB checks for all schools buying services from SPS. Respond to review of Safeguarding and vetting procedures as outlined in safeguarding Vulnerable Groups Bill. Updated child protection procedures for managing allegations against staff in response to new DiES guidance. Training for Headteachers and selected Governors CSS advice on threshold for referral to SS re: Section 47 investigations. 	<ul style="list-style-type: none"> Continue to monitor CRB checks carried out for all maintained schools and intervene where there are concerns. Increase number of schools completing NCSL On- line training Undertake retrospective police checks in line with ACPC approval Follow up NCSL training to ensure CP input at interviews in response to Birchard recommendation Enhanced monitoring via Self-Review Tool. 	ongoing

Risk No	Rank	Source	Event / Risk	Planned Outcome	Accountable manager	Existing controls	New tasks / action plans	Date
12	I = 4 L = 3 Score = 12 MEDIUM	Citizen/ Financial/ political	Falling school rolls: School closures and amalgamation will affect school budgets and may lead to bad public and media relations	Manage school closures. No schools in deficit	Ian Craig Keith Abbott	<ul style="list-style-type: none"> • Kent Primary Strategy Group • Full public consultations • Members briefing and media representation • Budget monitoring of schools 	<ul style="list-style-type: none"> • Kent primary Strategy 2006 recommendations • Continue briefings and media representation 	2008
13	I = 5 L = 2/ 3 Score = 10/15 MEDIUM	Physical/Legal	Health & safety: Accident or incident to pupil, member of staff or customer could bring legal action for damages and potential prosecution.	Reduce possibility of accident; deal appropriately when they occur	Sally-Anne Clark Headteachers and Governing Bodies	<ul style="list-style-type: none"> • Robust policies, procedures and guidelines • Induction training for headteachers • Regular health and safety training courses provided for staff • Management of contractors policy and training in place • Management system for asbestos in all premises • Regular Governor training • Health and safety team in place to deal with issues and provide advice • Corporate Audit programme in place • Annual Monitoring Returns required from schools to monitor compliance with H&S • Finance team assist in monitoring compliance 	<ul style="list-style-type: none"> • Train batches of school staff in accident procedures: first tranche of 150 schools have provided contact names • Computerised audit system to be implemented to improve speed and consistency of information provided to schools on health and safety management. • Develop training course in Management of Health and Safety for all CFE managers • Bursar training started Dec 06 	April 2007 June 2007 Dec 2007 Regular sessions during year
14	I = 3 L = 4 Score = 12 MEDIUM	Financial/ Social	Looked after children placed by other LAs: Large number of LAC placed by other local authorities place burden on existing service structure	Influence number of placements	Bill Anderson	<ul style="list-style-type: none"> • Representation to Government • Partnerships with other agencies etc • In house service provision • Developing better support systems for carers Preventative Services • Business Plan, Fostering Action • Thanet Report 	<ul style="list-style-type: none"> • Management controls in place • Too Far to Go: Project with Tizard Centre • Multi –agency protocols regarding placement of children in Kent • SS will start charging other LA for CP investigation • Member support 	ongoing

Risk No	Rank	Source	Event / Risk	Planned Outcome	Accountable manager	Existing controls	New tasks / action plans	Date
15	I = 3 L = 4 Score =12 MEDIUM	Social/ Financial	Difficulties in planning for asylum seeking services: <ul style="list-style-type: none"> Demand is unpredictable, resulting from external factors outside KCC control, including funding. May not be able to provide adequate services to vulnerable young people 	Management of resources Young asylum seekers are safe and protected from harm.	Bill Anderson Karen Goodman	<ul style="list-style-type: none"> Members agreed to move to full staffing structure Business plan Strategic Review Maximise resources available Negotiating directly with Govt. Consortium Legal action 	<ul style="list-style-type: none"> Tendering for accommodation Re-engineering of multi-agency assessment and reception processes. Working with the Home Office to develop an asylum model which is less subject to unpredictability Currently discussing with Home Office the development of an intake and assessment model with Kent being used as a gateway for unaccompanied minors. 	ongoing
16*	I =4 L = 3 Score =12 MEDIUM	Human Resources	Staffing: Failure to recruit, retain and develop the children's workforce necessary to deliver ECM	Stable and effective staffing establishment	Rob Semens Ann Christina	<ul style="list-style-type: none"> Children and Young People's Workforce Strategy Group 	<ul style="list-style-type: none"> Develop the Children's Workforce Strategy Disseminate the Strategy across all agencies 	April 2007 ongoing
17	I = 4 L = 2/3 Score =8/12 MEDIUM	Legal/ Social / Financial/ Citizen	Children not in education: <ul style="list-style-type: none"> Legal cases for failure to educate. Improved identification of those not in education leads to demand on resources. Children not fulfilling their potential 	All known children and young people in receipt of education	Joanna Wainwright Headteachers and Governing Bodies	<ul style="list-style-type: none"> System to identify children not in school Pilot alternative curriculum PSA target to increase attendance 	<ul style="list-style-type: none"> 2010 targets developed and action plans implemented 	ongoing

By: Overview and Scrutiny Manager

To: Children, Families and Education Policy Overview Committee
5 July 2007

Subject: **SELECT COMMITTEES - UPDATE**

Classification: Unrestricted

Summary: This report updates Members on the meeting of the Select Committee on Home to School Transport and progress with the recommendations from the Select Committee and the Select Committee Topic Review Work Programme.

Select Committee: Home to School Transport

1 The Select Committee on Home to School Transport, chaired by Mr J Law, met on 27 April 2007 and received a report from officers updating Members on progress made with the recommendations from the Select Committee after its reports had been endorsed by Cabinet. A copy of the Minutes from this meeting are attached as Appendix A to this report.

Select Committee: PSHE

2 (1) As reported at the last meeting the report of the Select Committee on PSHE/Children's Health will be considered at the meeting of the County Council on 24 July 2007.

(2) In accordance with the protocol agreed at the meeting of the County Council on 23 March 2006 for monitoring of Select Committee recommendations, the Policy Overview Committee should receive an action plan from officers at their November meeting setting out they propose to take the Select Committee's recommendations forward. This will be followed in April 2008 by a re-convened meeting of the Select Committee which will receive a report detailing progress with each of the recommendations.

Select Committee Topic Review Programme

3 (1) The Policy Overview Co-ordinating Committee met on 7 June 2007 to consider the Topic Review Work Programme.

(2) The current two topic reviews, Support for Carers in Kent and Alcohol Misuse, were noted. The Committee agreed that an additional short Select Committee on Flood Risk would be set up immediately and finish its work at the end of September 2007.

(3) In relation to the next phase of the Select Committee topic review programme due to start in Autumn 2007 to Spring 2008 it was agreed that the two topics would

be Access to Democracy and Vulnerable Children (which will come under this Policy Overview Committee).

(4) It was agreed that the proposed topic, Developing the Creative Curriculum, would be considered at a future meeting of the Co-ordinating Committee for possible inclusion in the programme next year. The other topics put forward by this Policy Overview Committee, Young People's, Spiritual, Moral, Social and Cultural (SMSC) Development , values-based education and behaviour: and Consultation and Participation with young People (students voice) would remain on the topic review programme but consideration would be give at a future meeting to including them within other topic reviews.

Recommendations

4. Recommended that

(1) The Minutes from the meeting of the Select Committee on Home to School Transport held on 27 April 2007 and the continuing work being carried out by officers be noted.

(2) that it be noted that an action plan from officers setting out how they proposed to take the recommendations from the Select Committee on PSHE/Children's Health forward will be submitted to the November meeting of the Policy Overview Committee and that, as normal practice, the Select Committee will be re-convened in April 2008 to receive a report detailing progress on each of the recommendations.

(3) That the update on the new Select Committee Topic Review Programme be noted.

Denise Fitch
01622 694269
denise.fitch@kent.gov.uk

Background Information: *Nil*

KENT COUNTY COUNCIL

CHILDREN, FAMILIES AND EDUCATION POLICY OVERVIEW COMMITTEE

SELECT COMMITTEE: HOME TO SCHOOL TRANSPORT

MINUTES of a meeting of the Select Committee on Home to School to Transport held at Sessions House, County Hall, Maidstone on Friday, 27 April 2007.

PRESENT: Mr C J Law (Chairman), Mrs T Dean (substitute for Mr M J Vye), Mr W A Hayton, Mr I T N Jones and Mr C T Wells.

IN ATTENDANCE: Mr S Bagshaw, Head of Admissions and Transport, Dr I Craig, Director, Operations, Mr T Edwards, School Transport Manager, Mr K Harlock, Commercial Services Director and Mr G Tanner, Senior Transport Planner - Sustainable Transport Team.

UNRESTRICTED ITEMS

1. Home to School Transport – Response to the Select Committee Report

(1) Members considered a report which set out officers' response's to the twenty key recommendations made by the Home to School Transport Select Committee. These recommendations and the responses submitted to them are attached as Appendix 1 to these Minutes. Set out in bold italics are the comments made by Members in relation to the recommendations. Where there are no amendments or additions, the Select Committee were satisfied with the responses and progress made on the recommendation, and did not make any additional comments.

(2) RESOLVED that the comments made by the Select Committee, as set out in Appendix 1 be noted.

HOME TO SCHOOL TRANSPORT – SELECT COMMITTEE REPORT

1.6 Recommendations & Officer Responses

- 1. For Kent County Council to make the description and explanation of school transport rules in its school admission booklets more clear and accessible (Page 14).**

Officers Response

Description and explanation of school transport has been enhanced in Admission to Secondary School booklet for 2007. This year the booklet featured a dedicated section spanning four pages that clearly explains transport eligibility.

The Transport team has developed a new transport booklet explaining transport assistance in detail. This booklet has been distributed to Primary schools during April 2007 in time for May applications. It has been designed with the applications for transport forms inside the back cover so parents will have full access to transport information on hand while completing their applications for transport.

Officers within Admissions & Transport will also be attending some school open evenings to assist parents in understanding the rules. Admissions & Transport staff will continue to monitor feedback regarding the School Admission booklet and indeed the transport booklet, both of which ask for feedback and suggestions for improvement. Any comments will then be used to inform future editions of the publications.

Select Committee's comments

- ***Members welcomed the production of a separate transport booklet explaining transport assistance in detail, copies of which were given to Members of the Select Committee.***
- ***Mrs Dean raised the following issue, which come to light since the Select Committee Review. The Appeals Panel had heard three cases recently where parents had phoned KCC Admissions in relation to casual school vacancies and were told that KCC did not hold this information and were advised to contact the schools direct. Parents had then made their admission choice based on the information given by the school but apparently they were not given any information about entitlement to transport either by the Admissions Team or the school. Also as the casual admissions team did not keep a record of these phone calls, neither side could prove whether advice in relation to transport had been given.. Mrs Dean suggested that when parents contacted the Admissions Team in relation to a casual admission, they should automatically be sent a copy of the transport booklet explaining transport assistance. Dr Craig agreed to look at this issue in more detail.***

2. To consider the provision of online systems that supply school admission and transport information and that enable electronic applications and payments (Page 14).

Officers Response

On-line admissions became available to the public from September 2006 for applications for Secondary school places. The on-line Primary applications also went live in December 2006 both of these receiving an impressive uptake far exceeding government targets. In year one, Local Authorities were expected to achieve between 5 - 10% of applications on-line. KCC had an uptake of 17.8% of the secondary cohort and 18.9% of the primary cohort on-line. This was a significant success that resulted in several days inputting being saved. Effectively on-line resulted in the reduction of over 5300 CAF forms being manually inputted by agency personnel.

The system while operating effectively did encounter a number of problems on 1 March when parents tried to log onto the KCC website for their results. Many parents experienced difficulties in getting through as a result of the sheer volume of demand. The system had been tested to cope with up to 1000 hits every 20 seconds but 9 am on 1 March the servers were unable to cope with the demand and whilst not crashing, it did stall and slow down. This problem was compounded by local radio stations advising all parents they could log on and view their result when in fact this was restricted to people who had applied on-line.

As part of the initial on-line projects, consideration was also given to Transport applications being available online. eGov targets prioritised online Admissions ahead of Transport and it became apparent Admissions would take up all the allocated resources for delivering an online scheme. There are also significant changes in transport legislation relating to home to school transport provision and with central government still to finalise the legislation officers consider developing an on-line transport system with so much uncertainty about the extent of provision would not be prudent at the present time.

Select Committee's comment

Mr Bagshaw explained that in relation to on-line applications for transport assistance, there were changes due in the legislation and the guidelines had not been yet be published. Officers were therefore awaiting the publication of the guidance before progressing to a system of on-line applications for transport assistance.

3. To ensure continuous dialogue between Kent County Council and religious denominations in an effort to reflect more accurately the communities that denominational schools serve in the entitlement and provision of free home to school transport (Page 17).

Officers Response

Denominational transport has been granted on a discretionary basis by KCC for many years. The new Admissions Code of Practice that came into effect on 28 February 2007 now requires local Authorities to ensure that transport is provided to the nearest school preferred on the grounds of religion or belief, where this is between 2 to 15 miles for low income families. Transport to denominational schools is generally no more expensive on an individual journey than to any other Kent school. The criteria are the same but also include a confirmation on the form from a priest/vicar that the child is a regular and practising member of a church of the same denomination as the school. For some pupils the church school can be their nearest school and therefore transport would be granted without the confirmation from the Church. Ceasing of transport for faith reasons has been offered within the MTP on a regular basis but has been dropped on each occasion for political reasons. The new code will mean that any such removal of denominational transport could only be for pupils who are not regarded as from low income.

Any extension of the existing policy will require funding. Central government has pledged up to £45 million to local authorities to assist in the implementation of legislative changes to transport provision for those children from low income families. It has not yet been decided how this is to be distributed but however it is unlikely that the allocation for Kent will completed meet the associated costs.

Select Committee's comment

Dr Craig reassured Members that there was a continuing dialogue at various levels with the Diocesan organisations and the issue of school transport came up regularly. This dialogue was mainly between the Church of England and Roman Catholic school representatives , rather than Methodist and Baptist groups. It was acknowledged that if the 'Towards 2010' pilot (recommendation 20) was successful and rolled out across the County, then there would not be any issues regarding travel assistance to denominational secondary schools. However members were disappointed to hear that no specific discussions had been held with the Diocesan authorities to consider the Select Committee's recommendation, and asked that this be done.

4. That in the interests of consistency consideration be given to free home to school transport for pupils specifically selected by aptitude to attend specialist schools (Page 17).

Officers Response

Home to school transport is provided to children who are selected for grammar school education, attend their nearest appropriate school and live more than three miles from the school. However, they must live within a selective area of education to receive assistance. If they live in a comprehensive area of education, children would not receive assistance to a grammar school even if they have been selected. For children taking aptitude tests to enter specialist or particular types of schools – this would depend on whether or not the school is the nearest appropriate school or not.

It would require a change in the Transport Policy if children are to be guaranteed transport assistance to a specialist school if this is not the nearest appropriate school. Changes in the new Admissions Code of Practice will require that children from low income families must be given the option of transport to any one of three nearest appropriate schools and will therefore have this advantage from September 2008.

There are a large number of specialist schools and changes would require an extension of the transport provision across the County, with undoubtedly, further financial implications.

Select Committee Members were aware of the current situation but thought it iniquitous and thought free school transport should be considered. They had expected officers to report on the implications of such a decision including extra costs and were disappointed that this had not occurred. However in the light of the Freedom Pass pilot this could now await the results of that trial.

5. That in the interests of consistency consideration be given to providing transport to the nearest single sex school if a preference is expressed by the parents (Page 17).

Officers Response

Policy states that the Council does not take into account a parent's preference for a single-sex, mixed, specialist or particular type of school. In effecting this change there is the likelihood of considerable increased costs due to the distance children would travel if these schools are further away than the nearest appropriate school. There are currently 14 single sex grammar schools for boys, 14 for girls, 4 single sex high schools for boys and 4 for girls.

A change in the policy would also need to consider why parents wanting to send their child to mixed sex school should be treated any less favourably than parents wishing to send their child to a single sex school, and may involve legal challenge.

Select Committee's comments

- ***It was noted that if the freedom bus pass was rolled out across the County, it would resolve this issue or if not it could be reviewed further***

6. To ensure additional legal support is available to Members when they exercise their discretion at the Regulation Committee Case Panel (Page 18).

Officers Response

If Members require Legal support, Democratic Services would make the necessary arrangements. Legal Services do charge and this charge would have to be met by Democratic Services. To our knowledge, there has only been one appeal where a Legal representative was present as the parent had brought her own representative to the appeal.

Democratic Services Officers need to be made aware that in the event of legal advice being required, they could call upon it immediately.

7. To consider younger siblings' eligibility for free transport when applying to a school that, although not their nearest appropriate, is the one to which the older sibling has been directed, therefore receiving free transport (Page 19).

Officers Response

When siblings apply for transport all circumstances are taken into consideration. However, whilst Members refer to the LEA 'directing' pupils to schools there are several scenarios that have to be taken into account:

(a) If it has not been possible to offer a place at any of the preferred schools at the time of secondary transfer and have allocated child a place – transport would only be granted to the allocated school if the nearest appropriate school had been named and refused a place.

(b) If a child has moved in and cannot attend nearest appropriate school – Admissions & Transport would advise parent of where there are places available and therefore it would be parents who decide where their child will attend. If they attend the next nearest appropriate school transport would be granted.

If it is deemed appropriate to make changes to the existing policy this would require a Cabinet decision, such a scenario would ordinarily be considered through the independent appeals process. This route is far more appropriate because panels can consider the full implications of individual circumstances and effect the overriding of the policy. This process protects the LA and facilities an opportunity to make exceptions on a case by case basis.

Select Committee's comment

It was noted that if the freedom bus pass was rolled out across the County, it would resolve this issue. However, this issue may still apply in relation to eligibility for assistance with travel to Primary Schools for a younger sibling. This was an issue that might need to be revisited.

8. For Kent County Council to take lead responsibility in promoting walking bus initiatives. This includes: for KCC to make financial contributions to walking bus schemes; attract business sponsorship to help funding walking buses; encourage a greater involvement of Community Wardens in promoting walking buses at strategic and operational level (Page 26).

Officers Response

Kent Highway Services (KHS) have the lead in this area. This is because the current funding from Government to support the development of School Travel Plans is managed within KHS's Sustainable Transport Team. A specialist team of School Travel Advisors have been in post since 2004 and to date, some 330 approved Travel Plans have been produced by schools in Kent. The team has levered in over £2 million of additional capital grants for Kent schools to support sustainable travel initiatives.

Walking buses are viewed as a very useful tool in encouraging walking to school and have been established at many schools across Kent to support individual school Travel Plans.

KCC enjoys a unique partnership with the Kent and Medway Walking Bus charity and Medway Council in developing and managing walking buses across Kent. KCC/Medway are responsible for the risk assessment and monitoring of routes, as well as providing basic road safety information to volunteers. The charity (affiliated to the KM Newspaper Group), provides support for the walking buses through media coverage, sponsorship and events/prizes to encourage the longevity of the routes.

The partnership has gone from strength to strength in recent years and we have also worked to develop additional walk to school initiatives including the KM Green Footsteps Challenge (walking bug) and Walk on Wednesday (WOW). As a result, there are already over 40 operational walking buses in Kent, one of the highest numbers for any UK Local Authority.

The partnership has also recently supported 130 successful school applications for additional funding from the Department for Transport. This has levered in a further £95,500 of funding to support walk to school initiatives in Kent and the work of the partnership.

Select Committee's comment

Members were pleased to note the increase in the number of Walking Bus Schemes and the related joint working between officers at County and District.

9. To continue to support and promote initiatives and schemes aimed at encouraging safe cycling to school and at improving the quality of cycling networks and services in Kent (Page 28).

Offices Response

Kent Highway Services continue to support cycling to school by:

- Provision of cycle training to year 6 pupils, as requested by schools. This training is led by the Road Safety team.
- Investing in the improvement and expansion of the cycle network and connecting schools with their neighbouring communities e.g. £160,000 in 2006/07 to implement new links between Christchurch CoE High School and Park Farm in Ashford
- The appointment of a Bike IT officer (utilising new funding as part of the Education and Inspections Act 2006). A match-funding arrangement with the sustainable engineering charity Sustrans has enabled the appointment of a specialist advisor to work with schools and pupils to encourage cycling to school in the Ashford area. Subject to the success of this scheme, there may be opportunities to apply for additional officers to work in other areas in future years.

10. For Kent County Council to enhance its involvement in organising, promoting and monitoring its own car sharing initiatives in order to increase the number of people using the scheme (Page 32).

Officers Response

Kent Highway Services have set up and developed the successful Kentcarshare initiative across Kent (www.kent.gov.uk/carshare). Kentcarshare is a free, simple, secure scheme that enables you to register your car journey on-line and find others to share the costs. The scheme is operated by Liftshare, the UK's largest provider of web-based car-sharing schemes and has over 2000 members.

A sister initiative of Kentcarshare is Kentschoolrun, which enables schools to set up and manage their own car-sharing schemes. This is promoted by School Travel Advisors as part of the development of School Travel Plans. Some 60 free licences were initially allocated to schools but take-up has been quite low due to the need for schools to co-ordinate and manage the scheme on a day to day basis. New legislation relating to seatbelts and car-seats has also caused problems. KHS are currently working to enhance and improve Kentcarshare, including the Kentschoolrun element, with a view to targeting a small number of schools in 07/08 and developing a flagship scheme which others can then emulate.

Other more informal car-sharing arrangements already exist at several other schools in Kent.

Members were advised that there was no monitoring of the number of occasions when use of the scheme results in successful car shares.

11. To maximise the use of the rail network, where available, for school transport purposes. (Page 33).

Officers Response

Transport Integration does make use of the rail network currently having children travel by rail where appropriate. However, it should be remembered that the rail companies consider a child as an adult on their 16th birthday and would charge KCC accordingly. The potential to increase this above the 13% mainstream pupils eligible for free travel is limited by a number of factors e.g. a high number of rail journeys involve a considerable walk at either end of the journey which is generally less so with buses whose timetables are more suited to school sessions.

Select Committee's comment

It was noted that the rail companies had declined the invitation to join the freedom pass pilot scheme. Members hoped that in future they could be persuaded to join with bus companies to provide an integrated transport scheme for young people.

12. To urge a stricter enforcement of parking regulations in schools' surroundings (Page 34).

Officers Response

This is generally an enforcement matter in the first instance and schools should bring problems to the attention of their local Police Community Schools Officer or community warden. Where inconsiderate parking is causing a safety concern and restrictions do not already exist, the school should contact their Local Education Officer who may then discuss with the relevant Transportation Manager in Kent Highway Services. New restrictions and Traffic Orders will be considered on a case by case basis as resources and funding permit. In some circumstance there may be opportunities for CFE to contribute to the funding of such schemes.

Select Committee's comment

It was noted that some District Council's allowed up to 5 minutes parking outside schools to pick up and deliver children and the Highways Advisory Board should be requested to review this issue.

13. To ensure that Green Travel Plans are embodied in the planning stage before building new schools, which should include consultation with KCC Commercial Services (Page 35).

Officers Response

All school planning applications (with the exception of very minor works) trigger the requirement for the school to develop and submit a Travel Plan which meets national standards. The School Travel Advisors assist all schools in such circumstances as part of the overall target of all schools having travel plans in place by 2010. An approved plan entitles the school to receive a capital grant which may be spent on a wide variety of projects within the school grounds, which support the objectives of their travel plan e.g. cycle storage, footpaths and sheltered waiting areas. Such grants normally amount to about £5,000 for primary schools and £10,000 for secondary schools.

Select Committee's comments

- ***Members emphasised the importance of travel plans for new schools being produced as part of the planning application process. There should also be discussions and agreement with the Commercial Services Integrated Transport Unit.***
- ***It was noted that meetings were held between the Transport Integration Unit and the Children, Families and Education and Environment and Regeneration Directorate.***

14. For Kent County Council to gradually expand its bus fleet, where this can be done without unacceptable harm to the viability of commercially provided routes (Page 37).

Officers Response

KCC has been gradually expanding its own fleet with the combined objectives of market moderation and raising standards. This has met with an adverse reaction from some local bus operators and Members should be cognisant of that. Longer term, introduction of free transport for all would affect this policy.

Select Committee's comments

- ***It was noted that questions raised by small bus operators relating to contracts awarded to Commercial Services had been investigated by PriceWaterhouseCoopers. The accounting principles were found to be sound and there were no issues with three of the four complaints in relation to contract award. However, in the fourth case although the auditors found KCC had received Best Value from the award they held that other operators should have been given opportunity to revisit their bids.***
- ***Mr Harlock informed Members that he was in discussion with a group of Members from Surrey County Council in relation to assisting with a similar scheme of market moderation in Surrey.***
- ***In response to a question from a Member, Mr Harlock stated that the current County Council bus fleet consisted of approximately 75 vehicles.***

15. To promote the use of CCTV systems in all buses used for school transport provision in Kent and to encourage the provision of escorts in school buses (Page 39).

Officers Response

At present, Transport Integration do not require potential transport providers to supply CCTV on hired school bus services. This could, however, be included as a pre-requisite in all Invitations to Tender for hired services. There would, however, need to be regulation specifying the type of systems to be used and issues such as data protection would need to be addressed. The cost of retro-fitting CCTV to a vehicle is in the order of up to £3500 and it is unlikely that operators would be able to bear this additional cost; it is probable, therefore, that the tender prices received, and hence the cost of home to school transport in general, would rise as a result. As a guide, Transport Integration currently manage around 260 hired contracts with vehicles of 16 or more seats (£910k).

A rather more difficult consideration would be if this requirement was extended to all commercial bus routes upon which entitled scholars travel.

The cost of providing escorts on all buses could be as much as £2 million per annum.

Select Committee's comments

- ***Mr Edwards confirmed that there was an ability to put escorts on buses for a time if there was a problem in a specific area.***

Clarification of the cost of providing escorts on all buses rather than just hired transport.

Members had expected to be provided with the costs of implementing CCTV on all vehicles and were disappointed not to have received this information. In the light of the discussion guidance was sought on the costs of requiring CCTV to be fitted in all new buses used in school transport since retro fitting would appear to be too expensive.

16. To carry out further investigation, through bus companies and school clusters, into the staggering of starting and finishing times of primary and secondary schools in Kent in order to reduce car congestion and school transport costs (Page 41).

Officers Response

This exercise is being explored and implemented in a number of areas following consultations with schools and parents. The impact of such changes have yet to be fully established and will require close monitoring before any further reaching policy decisions can be explored.

Problems can be increased costs, as existing contracts may have to be cancelled to gain new ones, which would be quoted at a higher cost. Times could cause issues for parents for collecting and delivering children to school. Possibly more congestion due to breakfast club/after school clubs being at different times.

Initial discussions with Headteachers would indicate their primary concern is raising standards of achievement and extending or staggering the school day is not proven to be conducive to this.

Hugh Christie School has embarked on this process and already found that transports costs have increased in the region of £65,000.

There will be obvious staffing and student concerns to be overcome in the process and a full cost benefit analysis will need to take place in due course. A major consideration for primary schools parents is a disruption in childcare arrangements that may be costly.

Select Committees response -

- ***In relation to the discussions that had been carried out with Hugh Christie School regarding the cost of staggering school hours, Dr Craig pointed out that Hugh Christie School was a case where flexibility was limited and therefore it was hoped that the costs highlighted were a worst case scenario. Dr Craig informed the Committee that every school in the county had been asked to look at staggering school hours but there had been limited response to this. This was being prioritised as a 2010 target and officers were doing their best to progress this.***

17. To continue to monitor technical developments which may be of use in the provision of school transport to a higher appropriate standard (Page 44).

Officers Response

System currently used is called Routewise, which is managed by Transport Integration. The system not only holds details of children who are eligible for assistance but also those who have been refused. The system has the operators contained within it and TI are able to assess the contracts that they use, who is on them and how many spaces they have in order to allocate children on to the most appropriate mode of transport. Currently it is considered to be the best system available. The system is also used by Special Educational Needs, Social Services and children attending Pupil Referral Units and alternative curriculum centres.

The system is comprehensive but it is not easy to interrogate and the provision of statistical data is not always easy to come by. Representations continue to be made at User Groups regarding further development of the software.

18. To support the East Kent Direct Project in an effort to supply a more co-ordinated, integrated and efficient allocation of transport services which meet the needs of Kent residents (Page 45).

Officers Response

Transport Integration has played a significant role in the East Kent Direct project and is keen to work further towards the stated goals. Although there has been a recent lull due to the re-alignment of Ambulance Services across the southeast, work has already been undertaken in relation to the provision of public transport information, joint procurement activities, joint provision of training services and the development of common eligibility criteria for Primary Care Trusts amongst other activities. The proposed absorption of the East Kent Social Services client transport by Transport Integration, which already manages the service for the former Mid and West Kent areas, has been delayed due to internal KCC re-structuring although work has recently re-commenced.

19. To continue to support cross-border collaboration with neighbouring authorities, and to promote the initiative of a shared, co-ordinated transport database aimed at maximising the utilisation of school transport and at creating a more cost-effective transport system (Page 47).

Officers Response

Transport Integration has good contacts with colleagues in neighbouring Authorities and effort is made to share information and vehicle movements where possible. However, the natural pupil flows mean that there is not a great deal that can be achieved with regards to mainstream transport; flows from Kent into neighbouring Authority schools are often in the opposite direction from those arranged by that Authority. Greater opportunities, although still few in number, exist for pupils attending special schools.

20. To explore the possibility of becoming a Pathfinder authority, by providing all students aged 11 to 16 years living in a selected area of Kent with an annual bus pass in order to evaluate bus usage and consequent reduction in car use (Page 53).

Officers Response

The Education and Inspections Act 2006 provides opportunities for Local Authorities to put themselves forward as Pathfinder authorities with respect to Travel to School.

In response to criticisms of existing policy, conflicts around the walking distance criteria for free school transport and the lack of account of parental preference, DfES is offering opportunities for local authorities to apply for Pathfinder status, to consider the needs of all pupils in their area. Pathfinder authorities will test innovative solutions in their area to promote sustainable travel and encourage less use of the car.

Whilst Pathfinder authorities will have to continue to make arrangements for 'eligible children' (those currently receiving free travel and children from low income families), other measures will be expected to go well beyond this minimum.

Up to 20 Pathfinders are likely to be selected, these can be individual or joint with other LAs and arrangements will have to be introduced in 2009 for a period of 4 years. Each authority can receive up to £200k pump priming money. Also, Government will make up to £12 million per annum available across the pilot schemes to help fund the initiatives. To be a Pathfinder authority, charges must be made (except for children on low incomes or those in receipt of free travel at the start of the scheme). A charge of £1.00 per day may be considered in any scheme and this income must be hypothecated to reinvest in transport services.

Kent has confirmed interest in being considered as a Pathfinder authority, potentially in support of the Kent Freedom Pass project. However the timings for this are not ideal given that a full bid needs to now be developed in time for substantial consultation with stakeholders and other interested parties before a final bid is submitted by 30 November 2007. The schemes are to start in September 2009 when the Kent Freedom Pass is planned to go Countywide, subject to the success of the current pilot.

The Kent Freedom Pass pilot will begin in June 2007 and will benefit those pupils aged 11-16, resident in Kent and attending schools in Canterbury District, Tunbridge Wells District and Tonbridge Town. An annual pass may be purchased for £50 which will entitle the holder to free unlimited bus travel on all registered bus services operating in Kent. Private contracted bus services are excluded.

Select Committee's comments

The all party Select Committee would like to express their thanks to the DfES in taking a flexible approach to KCC's potential application for Pathfinder status in respect of sustainable travel to school. The council look forward to continued discussions with DfES following the launch of the Kent Freedom Pass scheme in June 2007 and its initial evaluation. The Committee are hopeful that the pilot scheme will lead to a successful bid and to Kent ultimately being awarded Pathfinder status. This would make a substantial contribution to Kent's ambitions to roll the scheme out county wide from 2009

This page is intentionally left blank